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ABSTRACT

The manual presents procedures for local school districts in North Carolina applying for federal funding under Title VI, Part B, Education of the Handicapped Act, as amended by Public Laws 93-320, 94-142, and 99-457. The first chapter gives instructions for submission of amendments for the third year of the 3-year plan and includes an introduction with general information and instructions for completing the 3-year application and plan. Instructions for Part 1 of the Application cover Office of Education Form 9025, the Project Participants Form, the required updating of the narrative section, and the statement of assurances. Instructions for Part 2 of the Application cover the local education agency plan for compliance with P.L. 94-142, the Education for All Handicapped Children Act. Appended to this chapter is information concerning documentation relating to submission of Title VI, Part B Projects and local plans including participation of private school children, definitions, rules and regulations, and the comprehensive system of personnel development. The second chapter covers submission for funds for handicapped projects under the Education Consolidation and Improvement Act (ECIA); and the last chapter covers the preschool grant program. (DB)

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MANUAL OF PROCEDURES

FOR APPLYING FOR FUNDING UNDER TITLE VI, PART B EDUCATION OF THE HANDICAPPED ACT. P.L. 91-230 AS AMENDED BY P.L. 93-320, P.L. 94-142 AND P.L. 99-457

EHA, TITLE VI, PART B
THIRD YEAR OF
A
THREE-YEAR PLAN

1988-89

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EHA, TITLE VI, PART B
ECIA, CHAPTER I, HANDICAPPED
PRESCHOOL GRANT PROGRAM

DEPARTMENT OF PUBLIC INSTRUCTION

RALEIGH, NORTH CAROLINA 27603-1712

FEBRUARY, 1988

EC 210276

BEST COPY AVAILABLE

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FOR APPLYING FOR FUNDING UNDER TITLE VI, PART B
EDUCATION OF THE HANDICAPPED ACT. P.L. 91-230
AS AMENDED BY P.L. 93-320, P.L. 94-142 AND P.L. 99-457

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DEPARTMENT OF PUBLIC INSTRUCTION

RALEIGH, NORTH CAROLINA 27603-1712 **FEBRUARY, 1988**

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CHAPTER I

SUBMISSION OF AMENDMENTS FOR THE THIRD YEAR
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THE HANDICAPPED ACT, TITLE VI, PART B PROJECTS
UNDER P.L. 91-230 AS AMENDED BY P.L. 94-142

CITATIONS IN P.L. 94-142 AND RULES AND
REGULATIONS GOVERNING P.L. 94-142.

614 (a) (1) (A),(B),(C),(D),(E)
614 (a) (1),(29),(3),(4),(5),(6),(7)
300.180,192,193(c), 194
300.229-231,135,137
300.183(a),184-186
76.300-305,182,400

INTRODUCTION

TITLE VI-B, EDUCATION OF THE HANDICAPPED ACT, P.L. 91-230, AS AMENDED BY P.L. 94-142

In 1987 Congress passed an Appropriation Bill authorizing $1,431,000,000 for the education of handicapped children during the 1988-89 school year. Congress, in P.L. 94-142, originally authorized a funding level of 40% of the excess cost of serving handicapped children, but in the Appropriation Bill the funding is less than 11% for the 1988-89 school year.

The State Board of Education will authorize allocations in July to local education agencies based upon confirming allocations by the Office of Special Education Programs, U.S. Department of Education, on the basis of the headcount which was taken on December 1, 1987.

Use of Funds

The funds may be used to develop comprehensive programs and services for handicapped children. These children should be served in the least restrictive environment. A continuum of services, as described in the Procedures adopted by the State Board of Education, should ensure a systematic program with alternatives for meeting the least restrictive environment requirement. The following list of components may be included in your project: teachers, aides, materials, supplies, equipment, physical therapy, home/hospital teachers, parent training, occupational therapy, child identification and diagnosis, purchased services including professional and educational, adaptive physical education, and other relative services as provided in P.L. 94-142.

Handicapped Children: includes mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, autistic, crippled, learning disabled, deaf-blind, multiply handicapped, or other health impaired children who because of their handicaps require special education and related services.

Participation of Handicapped Children in Private Schools: to the extent consistent with the number and location of handicapped children in their jurisdiction who are enrolled in private schools, provisions will be made for participation by such children in programs assisted or carried out under Title VI. Handicapped children attending private schools are eligible, on the same basis as public school children, for special education services; however, such services are to be provided by the public school and under public school supervision. The needs of private school handicapped children, the number of them who will participate under this part and the types of special education and related services which the local education agency will provide for them must be determined after consultation with persons knowledgeable of the needs of these children on a basis comparable to that used in providing for the participation under this part of handicapped children enrolled in public schools.

Excess Cost

A local education agency may only use these funds for the excess costs of providing special education and related services for handicapped children. Information is included in this manual on the procedure to use to compute the excess cost of educating handicapped children.

Title VI-B Funding to Local Education Agencies

Funding is available only to local education agencies. The funding for the 1989 fiscal year will be from July 1, 1988 to June 30, 1989, with a 15-month carry-over.

INSTRUCTIONS FOR COMPLETING EHA, TITLE VI-B, THIRD YEAR
AMENDMENTS OF THREE-YEAR APPLICATION AND PLAN

Local education agencies submitted Three-Year Plans in 1986 and received approvals for the 1987-1989 fiscal years. The additional information to be submitted for the 1988-1989 school year will be amendments to the previous submissions. In an effort to reduce paperwork, the amount of data required has been reduced. To benefit from this decrease, you must follow the outline below. Only the data requested on pages 10-11 will be required. (You will not have to submit Plan components which you submitted in 1986 unless they have been revised.)

I. PRIORITIES AND USE OF FUNDS

Refer to the priorities set forth in the Introduction.

II. COMPLETION OF OE FORM 9025

A. First page of application:

Special attention is called to the following items on the first page of the application, OE Form 9025.

1. Section 2 - Maintenance of Fiscal Effort - Sum of all salaries of special education teachers including TMH, materials, travel, equipment, and fixed charges paid out of State and local funds except salaries for teachers of gifted children. Special contracts, and special transportation costs are to be included. First preceding fiscal year is 1987-88; second preceding fiscal year is 1986-87. Provide a sum for each of the two fiscal years.

2. Section 5 - Project Duration - The Project should begin on or after the Statement of Assurances is signed (see date of signature for Statement of Assurances). (Projects may not begin prior to July 1, 1988 and should end June 30, 1989.)

3. Section 6 - Title of Project - This item must be completed.

4. Section 8 - Other Funding Sources - List any other federal, State or local funds used in this project.

B. Project Participants - Second page of application:

1. "Children Receiving Services" are only those children to receive services for the 1988-89 school year served out of these federal dollars, Title VI, Part B. If a psychologist, physical therapist or occupational therapist provides scheduled services to children, they may be counted. If children are provided only evaluation services, they are to be counted under Miscellaneous Information on the back of the page, "Additional children receiving only incidental services (not previously reported in this form)."

2. "Project Personnel Paid from Federal Project Funds" are those personnel paid out of this Title VI, Part B project.

3. "Personnel Receiving Inservice Training from Federal Project Funds" are those personnel which you project will receive inservice training from these Title VI, Part B funds.

4. "Children from Private Schools Participating" are those handicapped children enrolled in private schools but receiving special education from your local education agency. (This does not include a handicapped child whom you have placed in a private school and reported under 13, A, direct services.)

C. See page 10 for guidelines to submit the narrative.

III. LOCAL EDUCATION AGENCY PLAN

The elements of the Local Education Agency Plan for Compliance with P.L. 94-142 are on page 17.

Please respond to each element based on the instructions on page 17 and complete the data tables.

IV. BUDGET

A. FPD 208 Approved Budget

B. FPD 210 Supplemental Schedule - Include each salary position by special education category, salary level (such as Elementary EMH, 68-2) and school building if assigned to a school.

C. FPD 210-A Equipment Only - Provide justification for each piece of equipment and all capital outlay.

D. Contracts - You may contract with another LEA or private agency to serve a child. If you write a contract, please attach that contract to the project. No letter of transfer will be accepted.

V. PROJECT SUBMISSION DEADLINE - April 29, 1988

Submit five (5) copies, of which one should have the original signatures. Two signatures are required on the first page of the application, one under Section 3 and one under Section 4 and a signature is required under Statements of Assurances on page 14. All projects must be submitted by April 29, 1988. There is to be no retroactive funding of projects. No project may obligate funds prior to the date the application is received by the State Education Agency in substantially approvable form. No carry-over funds are to be expended unless the new project is approved prior to July 1, 1988.

VI. PROJECT AMENDMENTS/BUDGET REVISIONS

All amendments and budget revisions made during the year should be sent to the Coordinator, Title VI-B in the Division for Exceptional Children. Please submit two (2) copies of all budget revisions and equipment lists with justification. If you have questions, please contact James L. Barden at (919) 733-3921.

EDUCATION OF THE HANDICAPPED ACT, TITLE VI, PART B
THIRD YEAR AMENDMENTS TO THREE-YEAR APPLICATION AND PLAN

PART I

COVER PAGE, OE FORM 9025
PROJECT PARTICIPANTS
GUIDELINES FOR NARRATIVE
TABLES
STATEMENT OF ASSURANCES

Department of Health Education, and Welfare
Office of Education
Washington, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0803

FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN UNDER P.L. 89-313, AMENDMENT TO TITLE I, ESEA; AND PARTS B, C, AND G, EHA

PART I - PROJECT APPROVAL, STATISTICAL DATA AND ABSTRACT

1. STATE EDUCATIONAL AGENCY ACTION *(To be completed by State educational agency)*

STATE CODE (A)	STATE PROJECT NUMBER (B)	SEA CLASS (C)	DATE APPROVED (D) Month	Day	Year	AMOUNT APPROVED (E)	ALLOCATED FROM FEDERAL FY (F)
						$	19__

2. MAINTENANCE OF FISCAL EFFORT

SECOND PRECEDING FISCAL YEAR (A)	FIRST PRECEDING FISCAL YEAR (B)
$	$

3. APPLICANT AGENCY	4. PROJECT DIRECTOR
(a) NAME OF ADMINISTRATOR (Last, first, middle initial)	(a) NAME OF DIRECTOR (Last, first, middle initial)
(b) NAME OF AGENCY	(b) NAME OF SCHOOL OR BUSINESS
(c) NUMBER AND STREET	(c) NUMBER AND STREET
(d) CITY (e) STATE (f) ZIP CODE	(d) CITY (e) STATE (f) ZIP CODE
(g) SIGNATURE	(g) SIGNATURE
TELEPHONE (h) AREA CODE (i) NUMBER (j) EXTENSION	TELEPHONE (h) AREA CODE (i) NUMBER (j) EXTENSION
(k) CONGRESSIONAL DISTRICT NUMBER	5. PROJECT DURATION Number of Years - 3

5. PROJECT DURATION — Number of Years - 3

(a) FROM Month	Day	Year	(b) TO Month	Day	Year
7	1	88	6	30	1989

6. TITLE OF PROJECT

7. LEGISLATIVE FUNDING AUTHORITY	CHECK ONE
(a) P.L. 89-313	
(b) PART B, EHA	X
(c) PART C, EHA - D-B	
(d) PART C, EHA - ECE	
(e) PART G, EHA	
(f) OTHER (Specify)	

8. OTHER FUNDING SOURCES	
(a) Local	$
(b) State	
(c) Other Federal title (Specify)	
(1)	
(2)	
(3)	
(d) Other	
(e) TOTAL	$

9. TYPE OF FORM	CHECK ONE
(a) Application	X
(b) Application Amendment	
(c) End-of-Year Report	
(d) Report Amendment	

10. (a) SIGNATURE OF AUTHORIZED OFFICIAL - DEPT. OF PUBLIC INSTRUCTION	(b) DATE

11. OE USE ONLY	
School District Code	
Vendor Code	

OE FORM 9025

13. PROJECT PARTICIPANTS

TYPE OF HANDICAPPED CHILDREN SERVED	A CHILDREN RECEIVING SERVICES — NUMBER OF CHILDREN SERVED							B PROJECT PERSONNEL PAID FROM FEDERAL PROJECT FUNDS — NUMBER OF PERSONNEL PAID				C PERSONNEL RECEIVING INSERVICE TRAINING FROM FEDERAL PROJECT FUNDS — NUMBER OF PERSONNEL TRAINED			
	0-2 YEARS (a)	3-5 YEARS (b)	6-9 YEARS (c)	10-12 YEARS (d)	13-17 YEARS (e)	18-21 OVER (f)	TOTAL (g)	TEACHERS (i)	TEACH. AIDES (j)	OTHER PERS. (k)	TOTAL PERS. (l)	TEACHERS (n)	TEACH. AIDES (o)	OTHER PERS. (p)	TOTAL PERS. (q)
(1) Trainable Mentally Handicapped															
(2) Educable Mentally Handicapped															
(3) Learning Disabled															
(4) Behaviorally Emotionally Handicapped															
(5) Other Health Impaired															
(6) Crippled															
(7) Visually Impaired															
(8) Deaf-Blind															
(9) Deaf															
(10) Hearing Impaired															
(11) Speech and Language Impaired															
(12) Multihandicapped															
(13) Autistic															
(14) Sev/Profound Mentally Handicapped															
(15) Administration															
(16) Support Personnel															
(17) Regular Education															

CONTINUED ON BACK OF THIS PAGE

D. MISCELLANEOUS INFORMATION

(1) Additional children receiving only incidental services (not previously reported in this form)	(2) Children from private schools participating
	(3) Children from church-related private schools participating

PROCEDURES FOR SUBMISSION OF
CONTINUATION AMENDMENTS FOR THIRD YEAR OF THREE-YEAR PLAN UNDER
TITLE VI, PART B, P.L. 91-230 AS AMENDED BY P.L.94-142

SUBMIT THE FOLLOWING:

1. Cover page of OE Form 9025 with signatures.
2. Project Participants.
3. Guidelines for the narrative section:

   a. An abstract of Third Year Amendments to the Three-Year Project;

   b. Description of each component for Third Year Project;

   c. Inservice training activities paid out of project funds for third year;

   d. Job descriptions for personnel not covered by state salary schedule and paid from project funds; and

   e. Participation of private school handicapped children as required by EDGAR regulations:

      .. A description of how the applicant will meet the federal requirements for participation of students enrolled in private schools,
      .. The number of students enrolled in private schools who have been identified as eligible to benefit under the program,
      .. The number of students enrolled in private schools who will receive benefits under the program,
      .. The basis the applicant used to select the students,
      .. The places and times that the students will receive benefits under the program, and
      .. The differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the differences.

4. Update of LEA plan for compliance with P.L. 94-142. Complete the following:

   a. Signing of Statement of Assurances;

   b. Submission of Excess Cost;

   c. Full Educational Opportunity Goal Timetable, Form #1;

   d. Least Restrictive Environment;

      .. Include a copy of your local policies on Least Restrictive Environment.
      .. Describe the continuum of special education services available to handicapped students in your local school administrative unit.

   e. Description of annual public participation in the development of the project.

5. Budget for 1988-89 School Year (FY89)

Budget forms FPD 208, FPD 210, and FPD 210-A, justification of equipment, Excess Cost Form, and copies of contracts. Computer Equipment - Provide justification for all equipment purchases. In addition, for computer equipment purchases, describe the computer assisted instructional program, type of children, number of children, and name of school.

1988-89 LOCAL EDUCATION AGENCY COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT REPORT UPDATE

The following information is required as an update of the Comprehensive System of Personnel Development Plan submitted last year.

A. List local education agency CSPD Advisory Committee for the 1988-89 school year. Indicate which members represent general teachers and special teachers in the annual planning process.

	NAME	TITLE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

B. List projected 1988-89 school year inservice training activities by priority. This information will be used in designing regional and state inservice training activities.

	DESCRIPTIVE TITLE OR OBJECTIVE	TARGET DATE	TARGET PARTICIPANTS
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

C. List descriptive titles for exemplary practices that are ready to be shared with other local education agencies.

1. _____
2. _____
3. _____

ASSURANCES

1. The agency hereby agrees that it will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with Title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and hereby gives assurance that it will immediately take any measures necessary to effectuate this agreement.

2. The applicant assures that priority is given to unserved handicapped children first and then to inadequately served handicapped children beginning with the most severely handicapped. (300.225; 320-324)

3. The applicant assures that control of funds provided under Part B, Education of the Handicapped Act, and title to property acquired with those funds, is in a public agency for the uses and purposes under this part, and that a public agency administers the funds and property. (300.228)

4. The agency assures that the funds provided under Part B, Education for the Handicapped Act, are:

   a) Only for the excess costs of special education and related services for handicapped children.*
   b) To supplement and, to the extent practicable, increase the level of State and local funds expended for the education of handicapped children, and in no case to supplant those State and local funds. (300.229)

5. The agency assures that funds are used in the jurisdiction of the local education agency to provide services in program areas which taken, as a whole, are at least comparable to services being provided in areas of the local education agency which are not receiving funds under this part. (300.231)

6. The agency assures that information (which, in the case of reports relating to performance, is in accordance with specific performance criteria developed by the local education agency and related to program objectives) as may be necessary to enable the State education agency to perform its duties under this part, including information relating to the educational achievement of handicapped children participating in the local education agencies programs for handicapped children. (300.232)

7. The agency assures that such records, and affords access to those records, as the State education agency may find necessary to insure the correctness and verification of the information that the local education agency furnishes under 300.111. (300.233)

8. The agency assures that all evaluations and reports required under 300.111 are public information. (300.113)

9. The agency assures that all policies and programs which the local education agency establishes and administers are consistent with the approved state plan, which incorporates Rules and Regulations approved by the State Board of Education. (300.115)

10. The agency assures that the local education agency has procedural safeguards which meet the requirements of due process procedures for parents and children as described in P.L. 94-142 regulations. (300.116)

*Excess Cost Computation Table is attached.

(Continued on Next Page)

ASSURANCES

Fiscal Audit

If the agency receives over $25,000 in federal financial assistance in a fiscal year from the North Carolina Department of Publ c Education, the agency agrees to:

- have a fiscal audit made in accordance with either Office of Management and Budget Circular A-128 (for state and local governments) or Circular A-110 (for universities, hospitals and nonprofit organizations),
- submit a copy of the complete fiscal audit report to the Division of Operations Auditing at the North Carolina Department of Public Education within thirty (30) days after completion of the fiscal audit.
- take corrective action on matters of noncompliance with laws and regulations identified by the fiscal auditor within six months after receipt of the fiscal audit report, and
- permit independent auditors of the North Carolina Department of Public Education access to records and financial statements as necessary.

_____ /
Signature of Authorized Official Date

_____
Name of Agency

FORM #1

FULL EDUCATIONAL OPPORTUNITY GOAL TIMETABLE

Show percent(%) to be served during 1988-89. For the cells (birth-4) which ask for full services years, estimate the year you expect to reach full services. Ages 5-20 must be 100% to meet the mandate of Article 9.

Handicapping Conditions	A. Ages 5-20	B. Age 21
	School Year 1988-89 Percent	School Year 1988-89 Percent
a. Mentally Handicapped		
b. Hearing Impaired		
c. Deaf		
d. Speech/Language Impaired		
e. Visually Impaired		
f. Behaviorally/Emotionally Handicapped		
g. Orthopedically Impaired		
h. Other Health Impaired		
i. Specific Learning Disability		
j. Deaf-Blind		
k. Multiply Handicapped		
l. Autistic		

Ages birth - 2 - Estimate the year full services are expected to be reached.
School Year-Non-Categorical 19____

Ages 3-4 - Estimate the year full services are expected to be reached.
School Year-Non-Categorical 19____

PART 2

Local Education Agency Plan
for Compliance with P.L. 94-142

The Local Education Agency Plan describes the efforts of the local education agency to comply with requirements of P.L. 94-142. The elements of this plan must meet an acceptable criteria of compliance prior to the approval of any federally funded project.

The plan must describe the total special education program of the agency irrespective of the funding source.

The local plan is a public document and available for inspection. It is a good faith effort on the part of the agency to meet the mandate of Section 614 of P.L. 94-142.

The plan submitted by the local education agency in 1986 was approved for three years. Only changes in the components of the plan will need to be addressed for the 1988-89 school year. If the LEA has revised any of the following, then the LEA should submit the revised procedures:

- Child Identification
- Confidentiality of Personally Identifiable Information
- Parent Involvement
- Public Participation
- Individualized Education Programs

ELEMENTS OF LEA PLAN FOR COMPLIANCE WITH P.L. 94-142

LEA PLAN
CONTENTS/REGULATIONS CITATION

S U B M I T A N Y R E V I S I O N S

a. (300.220) Child Identification
Describe procedures which insure that all children residing within the jurisdiction of the LEA who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services are identified, located, and evaluated, including a practical method of determining which children are currently receiving needed special education and related services and which children are not receiving such services. (Birth through 21 years of age)

b. (300.221) Confidentiality of Personally Identifiable Information
Attach policies and procedures which insure the confidentiality of personally identifiable information. Attach policies and procedures in use in LEA on confidentiality. Have these been adopted by the local board of education? If so, when were they adopted?

c. (300.226) Parent Involvement
Include procedures to insure that the LEA makes provision for participation of and consultation with parents or guardians of handicapped children. Describe how parents are involved in special education at the LEA level; e.g. IEPs, parent advisory boards.

d. (300.234) Public Participation
Include procedures for making the application and all documents related to the application available to parents and the general public. Describe procedures such as: newspaper announcements, public hearings, parent notices, advisory councils, consultation with parent groups in writing Title VI-B applications, etc.

e. (300.235) Individualized Education Program
Include procedures to assure that the LEA complies with the procedural and content requirements of IEPs. Describe complete procedures, or reference that procedures followed are in accordance with State rules and regulations. Attach any relevant forms for IEPs.

f. (300.227) Least Restrictive Environment
Include policies adopted by your local board implementing the least restrictive environment principal of P.L. 94-142 and Article 9. Describe the continuum of special education available to handicapped students in your local school administrative unit.

APPENDIX A

DOCUMENTATION RELATING TO SUBMISSION OF TITLE VI, PART B PROJECTS AND LOCAL FUNDS

- PARTICIPATION OF PRIVATE SCHOOL CHILDREN
- PUBLIC LAW 94-142, SECTION 614
- DEFINITIONS, RULES AND REGULATIONS, P.L. 94-142
- PROJECT REVIEW FORMS
- TIMELINES FOR PROJECT MANAGEMENT

IX. PARTICIPATION OF HANDICAPPED STUDENTS ENROLLED IN PRIVATE SCHOOLS - 613(a)(4)(A) and 76.651-663 of EDGAR

A. Assurances

1. The SEA assures that to the extent consistent with the number and location of handicapped children enrolled in private elementary and secondary schools, provision will be made to provide special education and related services in each local education Title VI-B, Education of the Handicapped Act project for participation of handicapped children from private schools. (300.451)
2. The SEA assures that the requirements in 45CFR 76.651-663 of the Education Division General Administration Regulations (EDGAR) are met. (300.451)

B. Responsibility of a State and a Local Educational Agency or Other Subgrantee

The SEA ensures that each local educational agency or other subgrantee complies with the requirements of Section 76.661-662 of EDGAR in using Education of the Handicapped Act, Title VI, Part B, P.L. 91-230 as amended by P.L. 94-142, funds.

1. The local educational agency shall provide students enrolled in private schools with a genuine opportunity for equitable participation in accordance with the requirements in Sections 76.652-76.662 and in the authorizing statute and implementing regulations of P.L. 94-142.
2. The local educational agency shall provide that opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs. (76.651)
3. The local educational agency shall maintain continuing administrative direction and control over funds and property that benefit

students enrolled in private schools. (76.651)

4. If the state educational agency carries out a project directly, it shall comply with the requirements in Sections 76.651-76.652. (76.651)

C. Consultation with Representation of Private School Students

1. A local educational agency applying for a subgrant shall consult with appropriate representatives of students enrolled in private schools during all phases of the development and design of the project covered by the application, including consideration of: (76.652)

   a. Which children will receive benefits under the project;

   b. How the children's needs will be identified;

   c. What benefits will be provided;

   d. How the benefits will be provided; and

   e. How the project will be evaluated.

2. A local educational agency shall consult with appropriate representatives of students enrolled in private schools before the subgrantee makes any decision that affects the opportunities for those students to participate in the project. (76.652)

3. A local educational agency shall give the appropriate representatives a genuine opportunity to express their views regarding each matter subject to the consultation requirements in Section 76.652. (76.652)

D. Student Needs, Number of Students and Types of Services Provided

A subgrantee shall determine the following matters on a basis comparable to that used by the subgrantee in providing for participation of public school students (76.653):

1. The needs of students enrolled in private schools,

2. The number of those students who will participate in a project, and

3. The benefits that the subgrantee will provide under the program to those students.

E. Benefits Provided for Private School Students

1. The program benefits that a local education agency provides for students enrolled in private schools must be comparable in quality, scope, and opportunity for participation to the program benefits that the subgrantee provides for students enrolled in public schools. (76.654)

2. If a local education agency uses funds under a program for public school students in a particular attendance area, or grade or age level, the subgrantee shall insure equitable opportunities for participation by students enrolled in private schools who have the same needs as public school students to be served and are in that group, attendance area, or age or grade level. (76.654)

3. If the needs of students enrolled in private schools are different from the needs of students enrolled in public schools, a local education agency shall provide program benefits for the private school students that are different from the benefits the subgrantee provides for the public school students. (76.654)

F. Level of Expenditure

1. Subject to item E.3 of the above paragraph a subgrantee shall spend the same average amount of program funds on (76.655):

   a. A student enrolled in a private school who receives benefits under the program; and

   b. A student enrolled in public school who receives benefits under the program.

2. The subgrantee shall spend a different average amount on program benefits for students enrolled in private schools if the average

cost of meeting the needs of those students is different from the average cost of meeting the needs of students enrolled in public schools. (76.655)

G. Information to be Included in an Application

1. The local education agency applicant for a subgrant shall include the following information in its application (76.656):

   a. A description of how the applicant will meet the Federal requirements for participation of students enrolled in private schools,

   b. The number of students enrolled in private schools who have been identified as eligible to benefits under the program,

   c. The number of students enrolled in private schools who will receive benefits under the program,

   d. The basis the applicant used to select the students,

   e. The manner and extent to which the applicant complied with Section 76.652 (Consultation, C. 1-3)

   f. The places and times that the students will receive benefits under the program, and

   g. The differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the differences.

H. Prohibition on Separate Classes

A local education agency may not use program funds for classes that are organized separately on the basis of school enrollment or religion of the students if (76.657):

1. The classes are at the same site,

2. The classes include students enrolled in public schools and students enrolled in private schools.

I. Funds Not to Benefit a Private School

1. A local education agency may not use program funds to finance the existing level of instruction in a private school or to otherwise benefit the private school. (76.658)

2. A local education agency shall use program funds to meet specific needs of students enrolled in private schools, rather than (76.658):

   a. The needs of a private school, or

   b. The general needs of the students enrolled in a private school.

J. Use of Public School Personnel

1. A local education agency may use program funds to make public personnel available in other than public facilities (76.659):

   a. To the extent necessary to provide equitable program benefits designed for students enrolled in a private school, and

   b. If those benefits are not normally provided by the private school.

K. Use of Private School Personnel

1. A local education agency may use program funds to pay for the services of an employee of a private school if (76.660):

   a. The employee performs the services outside of his or her regular hours of duty, and

   b. The employee performs the services under public supervision and control.

L. Equipment and Supplies

1. A local education agency must keep title to and exercise continuing administrative control of all equipment and supplies that the local education agency acquires with program funds.(76.661)

2. The local education agency may place equipment and supplies in a private school for the period of time needed for the project. (76.661)

3. The local education agency shall insure that the equipment or supplies placed in a private school (76.661):
   a. Are used only for the purposes of the project, and
   b. Can be removed from the private school without remodeling the private school facilities.
4. The local education agency shall remove equipment or supplies from a private school if (76.661):
   a. The equipment/supplies are no longer needed for the purposes of the project, or
   b. Removal is necessary to avoid use of the equipment or supplies for other than project purposes.

M. Construction

The local education agency shall insure that program funds are not used for the construction of private school facilities. (76.662)

"APPLICATION

20 USC 1414.

"SEC. 614. (a) A local educational agency or an intermediate educational unit which desires to receive payments under section 611(d) for any fiscal year shall submit an application to the appropriate State educational agency. Such application shall—

"(1) provide satisfactory assurance that payments under this part will be used for excess costs directly attributable to programs which—

"(A) provide that all children residing within the jurisdiction of the local educational agency or the intermediate educational unit who are handicapped, regardless of the severity of their handicap, and are in need of special education and related services will be identified, located, and evaluated, and provide for the inclusion of a practical method of determining which children are currently receiving needed special education and related services and which children are not currently receiving such education and services;

"(B) establish policies and procedures in accordance with detailed criteria prescribed under section 617(c);

"(C) establish a goal of providing full educational opportunities to all handicapped children, including—

"(i) procedures for the implementation and use of the comprehensive system of personnel development established by the State educational agency under section 613(a)(3);

"(ii) the provision of, and the establishment of priorities for providing, a free appropriate public education to all handicapped children, first with respect to handicapped children who are not receiving an education, and second with respect to handicapped children, within each disability, with the most severe handicaps who are receiving an inadequate education;

"(iii) the participation and consultation of the parents or guardian of such children; and

"(iv) to the maximum extent practicable and consistent with the provisions of section 612(5)(B), the provision of special services to enable such children to participate in regular educational programs;

"(D) establish a detailed timetable for accomplishing the goal described in subclause (C); and

"(E) provide a description of the kind and number of facilities, personnel, and services necessary to meet the goal described in subclause (C);

"(2) provide satisfactory assurance that (A) the control of funds provided under this part, and title to property derived from such funds, shall be in a public agency for the uses and purposes provided in this part, and that a public agency will administer such funds and property, (B) Federal funds expended by local educational agencies and intermediate educational units for programs under this part (i) shall be used to pay only the excess costs directly attributable to the education of handicapped children, and (ii) shall be used to supplement and, to the extent practicable, increase the level of State and local funds expended for the education of handicapped children, and in no case to supplant such State and local funds, and (C) State and local funds will be used in the jurisdiction of the local educational agency or intermediate educational unit to provide services in program areas which, taken as a whole, are at least comparable to services being provided in areas of such jurisdiction which are not receiving funds under this part;

"(3)(A) provide for furnishing such information (which, in the case of reports relating to performance, is in accordance with specific performance criteria related to program objectives), as may be necessary to enable the State educational agency to perform its duties under this part, including information relating to the educational achievement of handicapped children participating in programs carried out under this part; and

"(B) provide for keeping such records, and provide for affording such access to such records, as the State educational agency may find necessary to assure the correctness and verification of such information furnished under subclause (A); Recordkeeping.

"(4) provide for making the application and all pertinent documents related to such application available to parents, guardians, and other members of the general public, and provide that all evaluations and reports required under clause (3) shall be public information; Public information, availability.

"(5) provide assurances that the local educational agency or intermediate educational unit will establish, or revise, whichever is appropriate, an individualized education program for each handicapped child at the beginning of each school year and will then review and, if appropriate revise, its provisions periodically, but not less than annually;

"(6) provide satisfactory assurance that policies and programs established and administered by the local educational agency or intermediate educational unit shall be consistent with the provisions of paragraph (1) through paragraph (7) of section 612 and section 613(a); and

"(7) provide satisfactory assurance that the local educational agency or intermediate educational unit will establish and maintain procedural safeguards in accordance with the provisions of sections 612(5)(B), 612(5)(C), and 615.

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§ 121a.5 Handicapped children.

(a) As used in this part, the term "handicapped children" means those children evaluated in accordance with §§ 121a.530–121a.534 as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

(b) The terms used in this definition are defined as follows:

(1) "Deaf" means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

(2) "Deaf-blind" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

(3) "Hard of hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

(4) "Mentally retarded" means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

(5) "Multihandicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

(6) "Orthopedically impaired" means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

(7) "Other health impaired" means limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

(8) "Seriously emotionally disturbed" is defined as follows:

(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

(A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(C) Inappropriate types of behavior or feelings under normal circumstances;

(D) A general pervasive mood of unhappiness or depression; or

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

(9) "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantage.

(10) "Speech impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

(11) "Visually handicapped" means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

(20 U.S.C. 1401(1), (15).)

§ 121a.13 Related services.

(a) As used in this part, the term "related services" means transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

(b) The terms used in this definition are defined as follows:

(1) "Audiology" includes:

(i) Identification of children with hearing loss;

(ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;

(iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;

(iv) Creation and administration of programs for prevention of hearing loss;

(v) Counseling and guidance of pupils, parents, and teachers regarding hearing loss; and

(vi) Determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

(2) "Counseling services" means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

(3) "Early identification" means the implementation of a formal plan for identifying a disability as early as possible in a child's life.

(4) "Medical services" means services provided by a licensed physician to determine a child's medically related handicapping condition which results in the child's need for special education and related services.

(5) "Occupational therapy" includes:

(i) Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;

(ii) Improving ability to perform tasks for independent functioning when functions are impaired or lost; and

(iii) Preventing, through early intervention, initial or further impairment or loss of function.

(6) "Parent counseling and training" means assisting parents in understanding the special needs of their child and providing parents with information about child development.

(7) "Physical therapy" means services provided by a qualified physical therapist.

(8) "Psychological services" include:

(i) Administering psychological and educational tests, and other assessment procedures;

(ii) Interpreting assessment results;

(iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning.

(iv) Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations; and

(v) Planning and managing a program of psychological services, including psychological counseling for children and parents.

(9) "Recreation" includes:

(i) Assessment of leisure function;

(ii) Therapeutic recreation services;

(iii) Recreation programs in schools and community agencies; and

(iv) Leisure education.

(10) "School health services" means services provided by a qualified school nurse or other qualified person.

(11) "Social work services in schools" include:

(i) Preparing a social or developmental history on a handicapped child;

(ii) Group and individual counseling with the child and family;

(iii) Working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and

(iv) Mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program.

(12) "Speech pathology" includes:

(i) Identification of children with speech or language disorders;

(ii) Diagnosis and appraisal of specific speech or language disorders;

(iii) Referral for medical or other professional attention necessary for the habilitation of speech or language disorders;

(iv) Provision of speech and language services for the habilitation or prevention of communicative disorders; and

(v) Counseling and guidance of parents, children, and teachers regarding speech and language disorders.

(13) "Transportation" includes:

(i) Travel to and from school and between schools,

(ii) Travel in and around school buildings, and

(iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a handicapped child.

(20 U.S.C. 1401(17).)

Comment. With respect to related services, the Senate Report states:

The Committee bill provides a definition of "related services," making clear that all such related services may not be required for each individual child and that such term includes early identification and assessment of handicapping conditions and the provision of services to minimize the effects of such conditions.

(Senate Report No. 94-168, p.12 (1975).)

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, and art, music, and dance therapy), if they are required to assist a handicapped child to benefit from special education.

There are certain kinds of services which might be provided by persons from varying professional backgrounds and with a variety of operational titles, depending upon requirements in individual States. For example, counseling services might be provided by social workers, psychologists, or guidance counselors; and psychological testing might be done by qualified psychological examiners, psychometrists, or psychologists, depending upon State standards.

Each related service defined under this part may include appropriate administrative and supervisory activities that are necessary for program planning, management, and evaluation.

§ 121a.14 Special education.

(a)(1) As used in this part, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

(2) The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special education" rather than a "related service" under State standards.

(3) The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child.

(b) The terms in this definition are defined as follows:

(1) "At no cost" means that all specially designed instruction is provided without charge, but does not preclude incidental fees which are normally charged to non-handicapped students or their parents as a part of the regular education program.

(2) "Physical education" is defined as follows:

(i) The term means the development of:

(A) Physical and motor fitness;

(B) Fundamental motor skills and patterns; and

(C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

(ii) The term includes special physical education, adapted physical education, movement education, and motor development.

(20 U.S.C. 1401(16).)

(3) "Vocational education" means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

(20 U.S.C. 1401(16).)

Comment. (1) The definition of "special education" is a particularly important one under these regulations, since a child is not handicapped unless he or she needs special education. (See the definition of "handicapped children" in section 121a.5.) The definition of "related services" (section 121a.13) also depends on this definition, since a related service must be necessary for a child to benefit from special education. Therefore, if a child does not need special education, there can be no "related services," and the child (because not "handicapped") is not covered under the Act.

(2) The above definition of vocational education is taken from the Vocational Education Act of 1963, as amended by Pub. L. 94-482. Under that Act, "vocational education" includes industrial arts and consumer and homemaking education programs.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT - 613(a)(3)

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT - 613(a)(3)

The North Carolina Comprehensive System of Personnel Development (CSPD) was established in 1976. Since the procedures related to the CSPD were implemented, the Division for Exceptional Children has continued to refine the participatory planning process, the dissemination of information and the linkage between state agencies, institutions of higher education and local education agencies. Chapter VIII of the Title VI-B Program Plan establishes the process and procedures for assuring the operation of a comprehensive State system. The Advisory Planning Committee of the CSPD produced documents which address major issues affecting the CSPD process. The documents which have been produced are the Personnel Preparation Plan for 1979-82, Updated Annually which reflected annual changes in personnel development data and State priorities, A Guide for LEAs - CSPD which described the LEA's responsibilities and participation in the State CSPD process, and CSPD Report, 1982-85 which described needs for the present three year period.

A. Scope of System (300.380)

The purpose of North Carolina's Comprehensive System of Personnel Development is to insure appropriate, equal educational opportunities for all children with special needs by developing and maintaining a competent staff of general and special education instructional and support personnel necessary to carry out the purposes of North Carolina's Chapter 927 and of P.L. 94-142. Personnel development is provided through cooperative support of the institutions of higher education and the State Education Agency. Through the State staff consultants and regional staff and the State's institutions of higher education, local school systems are provided comprehensive technical assistance which includes inservice training of instructional and support personnel who work with exceptional students.

A network of regional services acquires and disseminates information on educational research and demonstration projects to teachers and administrators and provides assistance for adapting educational practices and materials for North Carolina schools. Both federal and state funds are made available to support training priorities established through the CSPD process.

State Cooperative Planning for Personnel Preparation

Background and Rationale - North Carolina's staff development for professionals working with exceptional children is coordinated by the Comprehensive System of Personnel Development. This is an effort to assure coordination of preservice and inservice information needed to utilize fully the State's available financial and human resources. The level of sophistication of the CSPD has been made possible by progressive legislation, action taken by the Developmental Disabilities Council, the University of North Carolina's Cooperative Planning Consortium, the Division for Exceptional Children, the Department of Correction, the Department of Human Resources, and interested parent and professional groups. The planning committee of the Comprehensive System for Personnel Development meets quarterly to address training issues and to develop a working plan to meet the State's personnel needs for full service to all students. The Advisory Planning Committee produced a personnel preparation plan for 1986-90 which is updated annually.

B. Participation of Other Agencies and Institutions (300.381)
The North Carolina Comprehensive System of Personnel Development is the evolutionary result of strong, forward looking leadership and participation of the following agencies and institutions:
Consumers - Parents through the Association for Retarded Citizens (ARC) continue to document the needs for trained professionals to provide equal educational services for all children. The ARC has expressed specific interest in professional training for group home managers. Parents and Professionals for Handicapped Children (PPHC) is developing communication among parent groups and professional agencies. North Carolina has three parent advocacy and training resource groups which cooperatively provide support and organize parent training throughout the State. The parent training resources are beginning to provide parents with more in-depth training on a local basis through a parents-training-parents model.

State Department of Public Instruction - The Division for Exceptional Children has established a basic statewide network of educational services for exceptional children which includes local and regional support and has now matured to the point it can realistically design and maintain a comprehensive planning process for full educational services for all children. The Division for Exceptional Children holds planning meetings with institutions of higher education and other State agencies to develop State priorities for preservice and inservice training to meet statewide personnel needs. The Division for Exceptional Children obtains information annually from LEA and State agencies through their participation in the development of the Equal Educational Opportunities Plan. Data from this plan is used in the development of the CSPD annual planning information used for designing preservice and inservice training of general and special education instruction, related services, and support personnel.

Professional Personnel - Teachers and support personnel have developed a high degree of professionalism which is shown by participation in professional organizations and in that all teachers of exceptional children are certified in special education or have an individual plan which assures they will meet certification requirements within three years. The State Education Agency uses a computerized program to monitor special education teacher certification and assure that teachers comply with State standards. Individual teachers have an opportunity to have input into the planning process at both the LEA and State levels. Training is based on both teacher-based information and program development information.

Colleges and Universities - The colleges and universities meet cooperatively and share planning responsibilities through the CSPD and the Cooperative Planning Consortium (CPC). The CPC of special education training programs is a mechanism appointed by the president of the University of North Carolina system to provide for improved and more effective training of personnel for programs serving children with special needs in North Carolina. Primary emphasis is placed on training personnel for educational settings. Children with special needs include the mentally handicapped, behaviorally/emotionally handicapped,

specific learning disabled, academically gifted, autistic, physically handicapped, hearing impaired, severely/profoundly mentally handicapped, speech and/or language impaired, multihandicapped, orthopedically impaired, pregnant school girls, visually impaired and other health impaired. Inservice as well as preservice training is of great concern. Inservice training is used in the CSPD plan to mean any training other than that received by an individual in a full-time program which leads to a degree. This includes instructional, related and support personnel. The purposes of cooperative planning with institutions of higher education are:

1. To assist in joint planning and program development in higher education in North Carolina in special education and related training program areas.
2. To link higher education and State agencies for improved planning and service program staffing.
3. To provide a base for systematic training and technical assistance to State, regional and local service personnel.
4. To improve the resource development capacity of higher education units in North Carolina.
5. To improve the quality and relevancy of training and manpower development in order to enhance services to children with special needs in North Carolina.

Presently each of these groups interface directly with each other and in joint statewide planning meetings. By having both CPC and CSPD meetings, North Carolina has the advantage of flexibility of input by individuals in small working groups on specific goals and of disseminating information to large groups which helps eliminate duplication planning efforts and the potential of not addressing all of the State's needs. CPC has the manpower and the mechanism for obtaining very specific planning information from colleges and universities.

C. Preservice and Inservice Training (300.382)

All CSPD members are continuing to be supplied information relating to implementation of the State model for full service. Each member is expected to volunteer preservice and inservice training information and plans for the group they represent to the State staff development consultant for cooperative State planning. Direct communications continue to flow between each member as well as interact with the State Comprehensive System for Personnel Development.

Responsibilities

The comprehensive System for Personnel Development has the following responsibilities for preservice and inservice training which do not duplicate the present responsibilities of any of the planning bodies now working toward preparation of professional personnel to work with the handicapped:

- Develop communications which assure exchange of information needed for long-range cooperative planning by all CSPD members who are in turn responsible for providing competent personnel to work with exceptional children.
- Conduct open State meetings to share planning and evaluation information on statewide staff development activities and to provide participants with an opportunity to participate fully in the development, review and annual updating of comprehensive personnel development plans.
- Disseminate information on key staff development activities through local and regional meetings and through the Division for Exceptional Children's newsletter.
- Prepare reports on the projected number of personnel needed showing special education certification and level of attainment.
- Provide teachers with inservice training information to support educational services for handicapped students in the least restrictive alternative.
- Prepare regular educators to provide services to children with special needs.
- Promote competency-based training and provide support for the development and implementation of the quality assurance program for personnel preparation in North Carolina.
- Promote training for paraprofessionals, including developmental day care, teacher aides, etc.
- Match supply-demand based on geographical distribution of need for trained personnel.
- Promote better utilization of local, state and federal financial resources.
- Promote better utilization of human resources for training.
- Report precise personnel needs built on State full service model.

Structure - In order to continue to build on North Carolina's present level of cooperative planning, it is necessary that all segments involved continue to plan for the development of inservice training to meet their specific needs and also have equal participation in the State's overall comprehensive system for the development of a statewide system of inservice training. Participation in CSPD is voluntary and lack of participation will not rule out receiving planning information and assistance. Planning bodies are requested to submit issues relevant to cooperative planning to the Comprehensive System for Personnel Development Planning Committee for discussion and dissemination.

Activities - Meet at least twice per year with all colleges and universities for planning.
- Continue link with present planning groups such as Cooperative Planning Consortium and other State manpower committees.
- Assure communications with Cooperative Planning Consortium members and other interested college and university personnel.
- Improve input systems for identifying training priorities throughout the State.
- Identify resources to help trainers keep updated.

Annual Needs Assessment - The annual needs assessment is a continuous process and has several major forces which are taken into consideration in the development of the State comprehensive personnel development plan.

Major Forces - Legal Mandates
- Rules and Regulations of Funding Sources
- Program Needs as Projected by Local Directors of Programs for Exceptional Children
- Teachers and Support Personnels' Individual Development Plans
- State Funding of Positions
- Preservice and Inservice Abilities of Institutions of Higher Education
- Recommendations of Review Committee of the State
- Local Education Agency Annual Personnel Development Plans
- Cooperative Planning Committee which includes providers, participants and consumers of the services developed through personnel development.

North Carolina is implementing a Performance Evaluation System which will provide training information collected from classroom observations.
Process for Developing Needs:
The first step in determining the training priorities is to make a thorough needs assessment by gathering data on individual needs and on program needs. The needs assessment data is gathered from many sources to become the annual needs assessment. Full educational services remains an ongoing goal that continues to change with research and resources. The Equal Education Opportunities Plan (EEOP), is an annual assessment

of the present state of services and an indication of the direction of new developmental needs. The EEOP collects data on the number of qualified personnel available, number needed and the type of services they will provide. This data is compared to the preservice productivity rates of the institutions of higher education to predict need for new graduates. The EEOP information is also translated into annual staff development plans at the LEA and regional levels. The LEA plans are submitted to the State Education Agency for review. Another source of data is the State's Management Information System which reports the existing number of positions, number filled with and without appropriate certification and feedback forms on future training needs. This data is a required part of all staff development activities for both general and special education personnel. The training needs for preparation of professional personnel in the education of the handicapped in North Carolina is illustrated by a matrix shown in the Personnel Preparation Plan. The matrix shows the forces which determine the priority needs in North Carolina. Information on the matrix was shared with State and local administrators, teachers and university staff in order to develop a cooperative plan. Issues from the matrix which have common training needs were grouped. A hypothesis was written for each group of training needs to describe the difference between what exists in North Carolina and what is required for full services. These statements were verified or rejected based on the data collected by the CSPD. Major training priorities were written to describe what the State wishes to accomplish in terms of reducing the disparity between existing conditions and what was hypothesized as being appropriate for exceptional children in North Carolina.

Inservice Training - Description of existing programs of inservice training providing appropriate educational opportunities for children with special needs requires expert planning at both the local and state levels. Personnel new to the field of exceptional children or working with exceptional children for the first time in a regular classroom usually need to gain additional skills. Those with experience in the area need opportunities to learn new techniques and become knowledgeable of recent findings on studies of the most effective educational programs. Parents and volunteers are finding greater acceptance in the schools. Many parents are beginning to receive inservice training with teachers in order that they can work closer with school personnel in providing education for exceptional children.

A network of technical assistance services located across the State are helping meet these needs through a variety of services including needs assessment, program development, training, evaluation and follow-up. These services are provided in concert with college and university course work from approved programs. These services are:

1. Regional Services are an integral part of the service delivery function of the Division for Exceptional Children. Services are based on the current thrust of the Department of Public Instruction to decentralize State services and bring them closer to the people being served. The purpose of regional services for exceptional children is to provide technical assistance to (a) improve the

delivery of services provided by the Division for Exceptional Children; (b) provide a coordinated framework which allows local agencies to cooperate in joint ventures; and (c) provide professional support and services at the local level. Service providers include regional coordinators and regional services consultants.

Regional Coordinators serve as liaisons between the State agency and local school systems. The coordinator works closely with each local school system in the educational district in planning and providing the following specific services: (1) Monitor local educational agencies and selected state-operated programs for compliance with State and federal laws and regulations; (2) Assist local educational agency personnel develop self-monitoring procedures; (3) Facilitate local educational agency development of placement procedures and policies; (4) Assist local educational agency personnel and other service providers coordinate services; (5) Assist local educational agency personnel interpret and implement State and federal laws and regulations pertaining to exceptional children programs; (6) Supervise regional exceptional children staff; and (7) Coordinate and/or conduct training activities for local educational agency personnel.

Regional Coordinators work primarily with local directors, principals and other central office staff to provide the following services: (1) Assist local educational agency personnel develop corrective action plans for non-compliance areas identified by review team reports and to address items in the headcount audit reports; (2) Assist local educational agency personnel develop staff development plans and activities; and (3) Assist local educational agency personnel complete Equal Education Opportunity Plans, Title VI-B projects, Chapter I Handicapped projects, Incentive Grant projects and other projects.

Regional Field Services Consultants work primarily with special class teachers and parents to provide the following services: (1) Provide technical assistance (workshops and consultations) to special class teachers on teaching strategies, selection of instructional materials, scheduling, grading, curricula adaptation, behavior management and the development, implementation and evaluation of IEPs; (2) Assist in the development of Competency Goals and Performance Indicators for specific exceptional children categories; and (3) Provide assistance to special class teachers to enhance cooperation of regular class teachers and to work with parents.

2. Title VI-D, Education of the Handicapped Act - Each year an inservice training proposal is developed by the SEA to use Title VI-D funds to assist the State in meeting the priorities set by the CSPD. These funds provide for tuition awards for individual course work and for special study institutes. Both of these inservice training programs are detailed in the Title VI-D grant application.

3. State Staff Development Funds - State funds for local, regional and State-directed inservice activities are designed to meet needs through a variety of service delivery options. These training

o| ions are primarily designed and developed by local educational agencies or multi-local units and submitted to the State Education Agency for approval and funding. The training may be provided by private consultants, local teachers and supervisors or by the professional institutions of higher education training staff.

4. Time Frame - The time frame for all staff development activities is based on the academic year. Participation in a specific training activity will vary in time from one week to several months. The follow-up and evaluation components of training causes training to be developed around a year's cycle based on the academic year.

5. Incentives - The primary incentives used for inservice vary but usually include a combination of the following: release time, payment for travel and per diem or a stipend, substitute teacher pay, certification credit, renewal credit, academic credit and recognition for skill improvement.

Evaluation - Evaluation of current inservice training is an essential part of North Carolina's staff development efforts. Grades are accepted as evidence that colleges and universities are evaluating participants taking course work under their direction. The following accountability measures are used in all Division initiated activities:

METHOD MEASUREMENT	WHEN MEASUREMENT OCCURS
Pre-Test/Post-Test Method	BEFORE (and Immediately After) Inservice
Behavioral (In Meeting) Objectives	DURING the Inservice
Post (After Meeting) Objectives	AFTER the Inservice
Behavioral Contracts (Follow-up in Field or Through Mail)	AFTER the Inservice

All training programs for teachers of exceptional children must be evaluated prior to obtaining the right to award credits for teacher certification. Institutions of higher education programs are reviewed by a visiting team of consultants from the State Department of Public Instruction and peer institutions to make an on-campus site evaluation before approving a program in a specific area of special education. All training provided by the State Education Agency, local educational agencies or institutions of higher education which do not have an approved program must obtain prior approval of each individual activity before credits can be awarded. Prior approval of courses for certification credit is granted only if the following information on the proposed activities meets the standards set by the Division for Exceptional Children and the Division of Teacher Standards and Certification. The list of competencies to be gained and brief description of content, activities and agenda used to develop the competencies listed are logical outcomes which address training needs. The method of evaluation of each teacher's performance on the competencies listed must be sufficient to assure quality of training. The resume of all instructors involved must show the instructor's competencies related to staff development programs. A major effort has been made to provide post-training evaluation and follow-up to assess the use of the new competencies in on-the-job

application. Funds have been built into many of the staff development activities for printing information to disseminate to teachers who could profit by using the printed material even though they did not participate in the training activity. The Division for Exceptional Children is working with COUNTERPOINT to improve its ability to validate training programs and disseminate the results.

D. Personnel Development Plan (300.383)

The CSPD produces an annually updated program report for preservice and inservice training. This plan should be referred to for specific and concise information on training in North Carolina. This section lists training priorities, content of training, description of the sources of data, target audiences for training and other information of interest to providers of training. The CSPD report is an annually updated document which must be referred to by trainers who wish to address preservice and inservice State training needs. The CSPD report is disseminated to all LEAs, institutions of higher education and appropriate State agencies. Also, a detailed description of the training activities is available in the Title VI-D grant proposal which includes exact time lines, training locations, training staff vitae and specific training objectives, activities and methods of evaluation. The need for preservice and inservice training in North Carolina is very broad. The State is developing and providing new educational services, continuing to seek qualified teachers for existing positions, and providing training for teachers who have experienced a change in their teaching role, as well as a general need to upgrade their skills. The Division for Exceptional Children also assists the Department of Human Resources and the Department of Correction in providing training to their teachers of exceptional children. The LEAs recognize the need to provide support and inservice training for the regular classroom teachers who serve the moderately and mildly handicapped students. North Carolina is developing team training for all of the professionals including general educators involved in the delivery of services to exceptional children. Many additional forces (e.g. recent legislation, need for research, teacher effectiveness training, North Carolina Career Development Plan, Basic Education Program) must be taken into consideration by trainers as they propose training activities for funding. The geographic region served, the present level of competency of the team of professionals, and the development of a complete service delivery model are used as our primary determining factors in the selection of the training priorities for the State. An LEA or institution of higher education may use the same factors for the smaller geographic area of the State they serve or they may justify a different set of priorities for preparation of professional personnel for their region.

The Division for Exceptional Children will support for State and federal funding grant proposals that clearly address the following priority areas which reflect the major statewide needs for projects for the time period from 1986-1990: (1) Certification of Special Education Teachers - North Carolina is continuing to improve the ratio of certified special education teachers to the number of exceptional children. The areas still needing certified teachers in large numbers

are for new programs for the behaviorally/emotionally handicapped, speech and/or language impaired, specific learning disabled and academically gifted. Several low-incidence handicapped students, such as, visually handicapped, deaf and hard of hearing need certified special education teachers. Two areas of special education which are developing major preservice needs are cross-categorical certified teachers who are needed to work as resource/consultants with regular classroom teachers serving moderately and mildly handicapped students and teachers who are certified as competent to serve the multihandicapped. A major effort toward development of complete audiological management services is developing and needs new personnel. (2) Regular Educator - Institutions of higher education are providing regular educators with both preservice and inservice training to develop competencies for serving exceptional children. Training for trainers will be necessary before we see a major improvement in the quality of preservice teacher preparation available for regular educators and administrators. The major training for regular educators preparing to serve handicapped students usually occurs as inservice training. The training should be designed to meet an individual teacher's need to provide services for a specific child in the teacher's classroom. Most of this training is being provided through Building-Based Staff Support Teams. Inservice training for Building-Based Staff Support Team leaders needs to be available on regional and State levels for the general competencies in special education that are not available in most preservice training programs. Development of inservice training has the involvement of the teachers, the LEA and the regional educational centers. Training and consultant services related to the needs of the hearing impaired is a priority for regular educators and administrators. (3) Educational Support Personnel - Training is needed to clarify the joint roles and responsibilities of support personnel who provide educational services for exceptional children. This training should include specific skills in identifying, assessing, writing individual programs and working with teachers and parents. The training is needed at both the pre- and inservice levels. The following support personnel have been identified to receive inservice training support: psychologists, social workers, guidance counselors, school nurses, physical therapists, occupational therapists and recreation specialists. (4) Training for Previously Certified Special Education Professionals - Many of North Carolina's special education professionals have experienced major changes in their programs since they received their special education certificate. Many of these professionals have been able to keep abreast of their area through professional readings and careful choice of training for renewal. Many other professionals have not been able to keep up with the rapid growth in their area and the need for providing systematic statewide training for these professionals is very apparent. Practical field-based inservice training is developed to support the already certified special education professionals. (5) Early Childhood Teachers - There is an immediate need for pre- and inservice training of teachers of preschool handicapped children with emphasis on ages 3 and 4. Model programs will be developed in each region during the 1986-87 school year. These model programs will be used to develop a statewide program for 3 and 4 year-old handicapped children. Training should include emphasis on early childhood development screening and identification of handicaps in young children,

working with parents, and coordinating support services necessary for serving young handicapped children appropriately. (6) Administrative Personnel - Due to the reality that numerous professionals are involved in a team approach to meeting the educational needs of exceptional children, there is an urgent need to develop well informed administrative personnel. Administrative personnel include, but are not limited to, LEA exceptional children program administrators, general supervisors, superintendents, principals, assistant principals, and Board of Education members. The above would involve pre- and/or in-service training.

E. Dissemination (300.384)
North Carolina uses the eight regional service centers as the primary means of acquiring, reviewing and disseminating information derived from educational research to all personnel including parents and advocacy organizations who work with exceptional children. North Carolina also uses several other methods like the dec Report and SpecialNet which keep school systems and other agencies informed of statewide related news, training opportunities, vacant positions and special projects related to special education. Each of North Carolina's eight regional districts also disseminate regional special education information through their newsletters. An annual conference is sponsored by the Division for Exceptional Children with over 2,000 professionals in attendance.

F. Adoption of Education Practices (300.385)
The regional technical assistance service provides training which incorporates innovative techniques, materials and instructional programming. The regional staff have access to the information and resources provided by the Mid-South Regional Resource Center, University of Kentucky, Lexington, Kentucky. Research and replication project information is available through the Program Administrator, Division of Federal Assistance. In addition to the above, the consultants in the Division for Exceptional Children of the Department of Public Instruction provide workshops throughout the State to local educational agencies in which the dissemination of information from educational research and demonstration projects forms the central core of the workshop. The dec Report and SpecialNet are used for disseminating innovative practices throughout the State. The Division compiles a Directory of Exemplary Programs in local educational agencies and disseminates this directory throughout the State.

G. Evaluation (300.386)
The Division for Exceptional Children uses several indicators to evaluate the overall effectiveness of the comprehensive system of personnel development. The two most useful evaluation elements to the State Plan are the follow-up contracts with participants in which actual benefits to children can be counted and the use of impact studies for statewide indepth evaluation of the service delivery system.
The Comprehensive System of Personnel Development is monitored by the State Education Agency through:
. Activity Reports - Computerized accounting of services rendered by

all components of the service delivery system which breaks out type of service, mode of delivery, number of participants and time frames.

- Log of all activities which carry prior approval for certification credit.
- Log of all prior approved staff development activities requiring any State or federal funds.
- Use of regional coordinators to monitor all staff development activities within each of the regions.
- The North Carolina Comprehensive System for Personnel Development has the following procedures for evaluating the overall effectiveness of the procedure for administration of the system: Each LEA develops a staff development plan to assure that inservice training is available and appropriate to meet the needs on a local level. Local inservice training plans are evaluated by the program review and evaluation team when LEAs are visited. The CSPD projects annual goals for each of the working task forces. The completion of the task force goals in the form of reports which can be disseminated through the dec Report is an ongoing evaluation of the CSPD. Each of the CSPD meetings is evaluated by participants as to the usefulness of the planning sessions and the information disseminated. Feedback from these meetings is used to design future meetings. The overall effectiveness is best measured by comparing the CSPD planning committee's task forces reports with the projected annual goals. The evaluation design relates to the task force goals which are derived from needs assessment data. The CSPD report permits continuous evaluation and modification of the administration of the system.

The chairman of the planning committee is responsible for the evaluation of the administration of the Comprehensive System for Personnel Development.

H. Technical Assistance to Local Educational Agencies (300.387)

The Division for Exceptional Children's plan for providing technical assistance to the local educational agencies as a part of the Comprehensive System of Personnel Development is based on the information derived from the local educational agencies' Equal Education Opportunities Plan and the information from the ongoing staff development needs assessment. The information from the Equal Education Opportunities Plan identifies the specific needs of each individual local educational agency which can be addressed by technical assistance or staff development funds allocated to each local educational agency. Local educational agencies can also write Technical Assistance Agreements with the regional centers or contract with institutions of higher education for technical assistance. Semi-annual meetings are held in August and November for all local exceptional children program administrators to provide the LEA with information on technical assistance and inservice training opportunities. The program administrators assist in designing these two-day meetings to assure they meet their needs.

CURRENT STAFF DEVELOPMENT ACTIVITIES

The Division for Exceptional Children has state and federally funded staff development activities to provide inservice training for personnel working with children with special needs. The general purpose of these staff development activities is to improve educational services for children by providing opportunities for professional personnel to upgrade or build new competencies. Major sources of staff development activities are:

State Staff Development Funds - Exceptional children program administrators manage funds provided to local school units for training. (Teachers of the academically gifted may also use these funds.) State staff development funds are used to address major statewide needs during the school year.

Regional Staff Development Services - The regional coordinator, the staff development consultant and local program administrators work together to develop training activities through the regional services. Training is provided for parents, teachers and administrators to assist in providing services to students with special needs. Regional services also include the loan of professional and diagnostic materials for consultation and inservice training.

Federal Funds (Bureau of Education for the Handicapped, P.L. 91-230, Title VI-D) - Applications and information on the tuition and fee awards for summer and special study institutes are sent to all program administrators. Special study institutes include:

1. Management of Central Auditory Processing Disorders
2. Learning Strategies - Phase I: Paraphrasing and Word Identification
3. Learning Strategies - Phase II: Sentences
4. Assessment and Instructional Strategies for B/EH Students (Part I)
5. Assessment and Instructional Strategies for B/EH Students (Part II)
6. Assessment and Instructional Strategies for B/EH Students (Part III)
7. Bridging the Gaps Between Assessment, Instruction, and the Community
8. Audiological Management: Classroom Modifications to Increase Maximum Residual Hearing
9. Learning Strategies -- Phase III: Self Monitoring
10. Improving Teacher Effectiveness Through Quality Programming for SLD
11. A Focus on the Younger Child (Ages 3-10): Social - Emotional - Cognitive Development
12. Teaching Science to the Visually Impaired
13. Increasing Social Competence of Willie M. Students

Dissemination and adoption of the Building-Based Staff Support Team approach to comprehensive personnel development at the local level is being implemented in LEAs statewide. These Teams are becoming a major source of inservice training. The peer training, coaching, and modeling of effective teaching practices are being effectively implemented at the building level.

CHAPTER II

SUBMISSION OF ECIA, CHAPTER I, HANDICAPPED PROJECTS

INSTRUCTIONS FOR COMPLETING PROJECT APPLICATIONS

ECIA, CHAPTER I, HANDICAPPED FUNDS

The ECIA, Chapter I, Handicapped Fund is categorical, educational aid. Its use is limited to children included in the October 1 headcount. Funds must be used to supplement handicapped children's special education services, and not primarily to benefit schools, institutions, or staff. Teachers generally are considered a basic part of a public school program. Therapists and aides are considered a supplement to the basic program.

Management, operation and expenditures must be determined by what you plan to do. Respond to all items that are applicable and be as specific as you need to fully describe your program. However, please limit your response and description to pertinent information. You should involve a number of persons, including parents of project children, in the planning of this project application.

Do not hesitate to use our office and/or others who can assist you in preparing your project application. For assistance with the program section contact Carolyn A. Perry at (919) 733-3921. Contact Billy Johnson (ECIA, Chapter I, Accounting) at (919) 733-3841 for fiscal information.

Submit FOUR copies of the project application to the Division for Exceptional Children. At least one copy must have original signatures. Two signatures are required on the cover page of the application and one signature is required on the Statement of Assurances. State-Operated and State-Supported Programs also must submit the Eligibility Criteria (page 12) with an original signature.

The application is completed in three parts. Part I includes the cover sheet, statistical data, and assurances; Part II, the narrative; and Part III, the budget, contracts, and equipment inventory.

If your unit/program will not be submitting a project application for ECIA, Chapter I, Handicapped funds, complete the information in Part IV. Submit two copies of this form on or before April 29, 1988, to Carolyn A. Perry, Division for Exceptional Children.

Part I

Cover Sheet (Page 9)

1. Type of Application

   Please check the appropriate space to indicate if the project is being submitted by a state-operated program, state-supported program or a local education agency.

2. Local Education Agency/State-Operated Program/State-Supported Program

   Type in the name of the local education agency, state-operated or state-supported program submitting this project.

3. Superintendent/Agency Head

Type in the name and mailing address of the superintendent if the application is being submitted by a local education agency. Type in the name and mailing address of the highest ranking official in the agency if the application is being submitted by a state-operated or state-supported program. The superintendent or highest ranking agency official must sign and date this section. At least one copy with an original signature must be submitted.

4. Project Director

Type in the name, mailing address and telephone number of the person responsible for supervising project services. The project director must sign and date this section. At least one copy with an original signature must be submitted.

5. Project Writer

Complete this section if the project writer is different from the project director.

6. Duration of Project

Type in the month/day/year for the beginning and ending of this application using two-digit numbers (e.g. 07/01/88).

7. Maintenance of Fiscal Effort

Type in the combined state and/or local expenditures (including salaries and employee benefits) for full-time staff plus the prorated costs of part-time staff who provide special education services to all handicapped children for whom the applicant is responsible. If the amount for the first preceding year is less than the second preceding year, an explanation must be attached explaining the decrease.

Statement of Assurance and Eligibility Criteria (Pages 10, 11, & 12)

These forms must be signed and dated by the highest ranking individual in the agency submitting the application. At least one copy of each form must have an original signature. Local education agencies must complete Page 10. State-operated and state-supported programs must complete Pages 10, 11, & 12.

Project Participants (Page 13)

Children Receiving Services

Type in an unduplicated count of children by primary handicapping condition and age who are enrolled in the program on the day of project submission and will receive special education and/or related services through this project. Please complete the TOTALS columns.

Project Personnel Paid From This Federal Project

Type in an unduplicated count of full or part-time personnel to be paid with project funds. Contracted services should be shown in full-time equivalents (FTEs).

If one or more of the personnel paid from project funds will serve children in more than one categorical area, each position should be prorated to show the approximate amount of time that will be spent on each category.

Use whole numbers only. If positions are prorated between categories, or if less than one full-time position is being paid with project funds, numbers should be rounded off to the nearest tenth. For example, if you will be paying 60 percent of an aide's salary and this person will serve educable and trainable mentally handicapped children, .3 would be typed in both the educable and trainable blocks in the column labeled "Aides."

Number of Personnel Receiving Inservice Training With Project Funds

Type in the number of personnel who will receive project funded inservice training. If no inservice training is to be paid with project funds, type N/A in this section.

Part II

Section A: Relation of Proposed Project to Applicant's Special Education Program (Pages 14 & 15)

Respond to each of the six items listed below by completing pages 14 & 15. If a section is not applicable, please write N/A next to that particular item.

1. Present Program. Describe your present special education program by:

   a. Identifying specific schools/centers by name in which the project children are enrolled;
   b. Describing the special education services currently provided project children with state and local funds in each of these schools/centers (Do not include services to be provided with these project funds); and
   c. Describing the results of your needs assessment--major gaps or weaknesses in your overall special education program, using objective data to support your statements.

2. Use of Project Funds. Describe each educational service to be provided with project funds. Funds must be used to meet the learning or behavioral needs assessed and described under "Present Program."

3. Special Training. Describe any proposed training for school staff and/or parents of project children.

   NOTE: All proposed training must have specifically designed objectives and activities. These objectives and activities must be available in writing. Out-of-state travel for staff development purposes is limited to one person per year per LEA/SOP and written approval must be granted prior to funds being expended.

4. Coordination. Describe the nature and extent of any proposed coordination with other agencies, or related programs, in the development, operation and/or administration of the program supported by this project.

5. Dissemination. Describe the methods of disseminating project information to parents, school personnel and the public by checking the appropriate lines.

6. Parent Involvement. Describe the procedures which were used to give parents of project children an opportunity to participate in the development of this project application by checking the appropriate lines.

Section B: Description of Project Objectives, Activities, and Evaluation (Page 16)

Respond to each of the four items listed below by completing the form on page 16.

1. Child-Centered Objective(s). For each component for your project, specify at least one measurable objective. Major project objectives must be stated in terms of expected changes in the achievement of performance of a specified group of handicapped children. Each objective must answer the following questions: (a) who are the individuals whose behavior you wish to change; (b) what is the specific behavior desired; (c) when will the desired results be achieved; and (d) how does one know when the desired results have been accomplished?

2. Activities/Strategies. Indicate the activities or strategies which will contribute to the achievement of each major project objective. Please include no more than three activities/strategies per objective.

3. Personnel/Contracted Services. Describe the duties and give the professional qualifications of all proposed personnel to be funded by this project. Salaried personnel must meet State Board of Education certification requirements. Persons providing contractual services must meet the appropriate certification or licensure requirements.

Describe how contracted services will contribute to the accomplishment of project objectives.

4. Evaluation. Describe the procedures to be used for evaluating the project objective(s). These should be appropriate for pre- and post-testing the population served and the program areas covered.

Part III

Budget: Please attach the budget pages, contracts and equipment inventories. The budget pages and the directions for completing these pages are developed and distributed by the Controller's Office.

1. FPD 208 Approved Budget

2. FPD 210 Supplemental Schedule - Include each salary position by special education category and salary level.

3. FPD 210-A Equipment Only - Provide justification for each piece of equipment.

4. Contract - A copy of the contract must be included as part of your project application. An unsigned copy for review will be acceptable, but must be replaced with a signed copy prior to the commitment of project funds.

Part IV

LEA _____

Address _____

_____

_____

The _____ Schools will not apply for funds under ECIA, Chapter I, Handicapped during the 1988-89 school year.

_____ _____

Signature of Superintendent Date

Return two copies of this form on or before April 29, 1988, to:

Carolyn A. Perry
Division for Exceptional Children
Department of Public Instruction
116 West Edenton Street
Raleigh, North Carolina 27603-1712

TIMELINE FOR ECIA, CHAPTER I, HANDICAPPED PROGRAM

Activity	DATE 1988
1. Project application forms and instructions will be disseminated to state-operated/state-supported programs and local education agencies.	February - March
2. Project applications will be submitted to the Division for Exceptional Children.	April 29
3. Notification of project approval and allotment will be disseminated to eligible units/programs.	July
4. Computerized eligibility lists and appropriate forms will be sent to state-operated/state-supported programs and local education agencies.	September 1
5. The names and birthdates of eligible, handicapped children in attendance on October 1 (or the nearest available date that school is in session) will be reported by participating agencies.	October 1
6. Headcount forms will be returned to the Division of Student Information Management, State Board of Education, Raleigh, NC 27603-1712.	October 10
7. When program enrollment of an ECIA, Chapter I, Handicapped child terminates, a transfer form will be submitted to the Division of Student Information Management.	Within 1 month after the child leaves the program

N. C. DEPT. OF PUBLIC EDUCATION
DIVISION OF STUDENT INFORMATION MANAGEMENT

TRANSFER REPORT ECIA CHAPTER 1, HANDICAPPED

12/12/86
SIMFORM1

NAME OF REPORTING AGENCY_____ UNIT#_____ ADDRESS _____ PHONE # (___)___ - _____

TYPE NAME/TITLE/AGENCY REPRESENTATIVE_____ SIGNATURE_____DATE_____

LAST NAME	FIRST NAME	MI	DATE OF BIRTH	PRIM* HANDI	ETHNIC GROUP*	ENTRY DATE	WITHDRAWAL DATE	REASON FOR LEAVING*	TRANSFERED TO LEA/SOP

*(HANDICAP CODES):
AU-AUTISTIC
DB-DEAF/BLIND
EH-EMOTIONALLY HANDICAPPED
EM-EDUCABLE MENTALLY HANDICAPPED
HI-HEARING IMPAIRED
LD-SPECIFIC LEARNING DISABLED
MU-MULTIHANDICAPPED
OH-OTHER HEALTH IMPAIRED
PH-PHYSICALLY-ORTHOPEDICALLY HANDICAPPED
SI-SPEECH-LANGUAGE IMPAIRED
SP-SEVERELY-PROFOUNDLY MENTALLY HANDICAPPED
TM-TRAINABLE MENTALLY HANDICAPPED
VI-VISUALLY IMPAIRED

*(ETHNIC GROUP CODES):
I-AMERICAN INDIAN ALASKAN NATIVE
O-ORIENTAL(ASIAN)
H-HISPANIC
N-BLACK
W-WHITE(NOT OF HISPANIC ORGIN)

*(REASON FOR LEAVING):
1=GRADUATED
2=DIED
3=DROPPED OUT
4=TRANSFERRED TO ANOTHER SOP
5=RETURNED TO LEA
6=RETURNED TO SOP

SUBMIT TO:
DIVISION OF STUDENT INFORMATION
CONTROLLER'S OFFICE
116 W. EDENTON STREET
EDUCATION BLDG. - ROOM 370
RALEIGH, NC 27603-1712
(919) 733-7755

INSTRUCTIONS: LOCAL SCHOOL ADMINISTRATIVE UNITS AND STATE-OPERATED/SUPPORTED PROGRAMS ARE TO SUBMIT THIS FORM FOR ECIA CHAPTER 1, HANDICAPPED STUDENT WHO LEAVE/TRANSFER FROM THE UNIT WITHIN ONE SCHOOL MONTH AFTER THE STUDENT LEAVES/TRANSFERS. THE AGENCY MUST PROVIDE ALL INFORMATION REQUESTED. A SEPERATE FORM IS NOT NECESSARY FOR EACH STUDENT LEAVING/TRANSFERRING.

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Division for Exceptional Children
Department of Public Instruction
116 West Edenton Street
Raleigh, North Carolina 27603-1712

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

PROJECT APPLICATION COVER SHEET
ECIA CHAPTER I HANDICAPPED

1. Type of Application

___ Local Education Agency ___ State-Operated Program ___ State-Supported Program

2. Local Education Agency/State-Operated Program/
State-Supported Program: _____

3. Superintendent/Agency Head: _____

Mailing Address: _____

_____

Signature: _____ Date: _____

4. Project Director: _____

Mailing Address: _____

_____

Telephone Number: _____

Signature: _____ Date: _____

5. Project Writer: _____

Mailing Address: _____

_____

Telephone Number: _____

6. Duration of Project: From: / / To: / /

7. Maintenance of Fiscal Effort: Second Preceding Fiscal Year: $ _____
(19 -19)
First Preceding Fiscal Year: $ _____
(19 -19)

STATE DEPARTMENT USE ONLY

8. Project Number: _____

9. Program Approval:

Signature: _____ _____
ECIA CHAPTER I HANDICAPPED PROGRAM COORDINATOR Date

OFFICE OF SPECIAL EDUCATION
WASHINGTON, D.C. 20202

FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN UNDER ECIA, CHAPTER I, HANDICAPPED

STATEMENT OF ASSURANCES

Name of Chief State School Officer - Dr. A. Craig Phillips

Name of State Educational Agency - North Carolina Department of Public Instruction

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

A. The funds provided under Chapter I, and property derived therefrom, will at all times be under the control of, and be administered by, a public agency in accordance with the provisions of Chapter I of the Act and the Regulations.

B. The applicant will make an annual report and such other reports to the State Educational Agency, in such form and containing such information, as may be reasonably necessary to enable the State Educational Agency to perform its duties under this Chapter, including the results of objective measurements of educational achievement of students participating in programs carried out under this Chapter, and will keep such records and afford such access thereto as the State Educational Agency may find necessary to assure the correctness and verification of such reports.

C. The use of these grant funds will not result in a decrease in the use of state and local funds which, in the absence of funds under Chapter I would be made available for the education of eligible children, and that such children will not otherwise be penalized in the application of state and local funds because of such use of Chapter I funds.

D. For the fiscal year preceding the application, the combined fiscal effort of local and state funds as measured by the amount of current expenditures per pupil or total program, excluding federal funds which must be accounted to the federal government directly or through the State Educational Agency, is no less than the second preceding fiscal year.

E. The application and all pertinent documents related thereto are available to parents and other members of the general public and that all evaluations and reports required of the Secretary shall be public information.

F. Payments made under this project shall be only for programs which are designed to meet the special educational needs of eligible children and that each child counted to determine the amount of the grant award will be provided with a program commensurate with his/her special needs.

G. The Chapter I activities conducted under this project are subject to the regulations in Part 80 to effectuate the provisions of Title VI of the Civil Rights Act of 1964.

H. The project shall comply with the applicable requirements of EDGAR, Education Department General Administrative Regulations, Revised July 1, 1983.

(Continued on Back)

I. If the agency receives over $25,000 in federal financial assistance in a fiscal year from the North Carolina Department of Public Education, the agency agrees to:

1. have a fiscal audit made in accordance with either Office of Management and Budget Circular A-128 (for state and local governments) or Circular A-110 (for universities, hospitals and non-profit organizations),

2. submit a copy of the complete fiscal audit report to the Division of Operations Auditing at the North Carolina Department of Public Education within 30 (thirty) days after completion of the fiscal audit,

3. take corrective action on matters of noncompliance with laws and regulations identified by the fiscal auditor within six months after receipt of the fiscal audit report, and

4. permit independent auditors of the North Carolina Department of Public Education access to records and financial statements as necessary.

CERTIFICATION

I CERTIFY that to the best of my knowledge, the information contained in this application is correct and complete and that the applicant Agency named in Part I has authorized me as its representative, to give the above assurances and to file this application.

_____ _____

Typed Name of Authorized Representative Signature of Authorized Representative

_____

Date

ELIGIBILITY CRITERIA

(STATE-OPERATED AND STATE-SUPPORTED PROGRAMS ONLY)

STATEMENT OF ASSURANCES

Name of Chief State School Officer Dr. A. Craig Phillips	Name of State Educational Agency North Carolina Department of Public Instruction

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

1. The state agency operating and/or supporting this school has the direct responsibility for providing free appropriate public education to handicapped children pursuant to state law;

2. All handicapped pupils who were included in the October 1 headcount will benefit from project funds (unless they cease to be enrolled);

3. Project funds will be used only to supplement the basic special education services of eligible pupils (handicapped pupils below age 21 years);

4. Special education and related services are provided at no cost to parents/guardians; and

5. Handicapped pupils are enrolled in appropriate programs that meet the State Board of Education standards.

I certify that, to the best of my knowledge, the information contained in this statement of assurances is correct.

TYPED NAME OF AUTHORIZED REPRESENTATIVE

SIGNATURE OF AUTHORIZED REPRESENTATIVE	**DATE**

ECIA CHAPTER I HANDICAPPED
PROJECT PARTICIPANTS

Children Receiving Services						Project Personnel Paid From This Federal Project			
Type of Handicapped Children to be Served	Number of Children Served					Teachers	Aides	Other Personnel	Total Personnel
	0-2 Years	3-5 Years	6-17 Years	18-20 Years	TOTAL				
Educable Mentally Handicapped									
Trainable Mentally Handicapped									
Severely/Profoundly Mentally Handicapped									
Hard of Hearing									
Deaf									
Speech Impaired									
Visually Impaired									
Seriously Emotionally Handicapped									
Orthopedically Impaired									
Other Health Impaired									
Autistic									
Specific Learning Disabled									
Deaf-Blind									
Mulithandicapped									
TOTAL									

Number of Personnel Receiving Inservice Training with Project Funds			
Teachers	Teacher Aides	Other Personnel	Total Personnel

PROJECT NARRATIVE

Section A: Relation of Proposed Project to Applicant's Special Education Program

Please respond to each of the six items listed below. If an item is not applicable, please type N/A next to that item. If you need additional space, please use a separate sheet of paper.

1. Present Program:

   a. Schools/Centers:

   b. Special Education Services Provided with State and Local Funds:

   c. Results of Needs Assessment:

2. Use of Project Funds:

3. Special Training:

4. Coordination:

5. Dissemination:

___ Brochure, pamphlet, or flyer

___ Media (newspaper, TV, or radio)

___ Tours or open houses

___ Parent Meetings (PTO)

___ Videotapes or other multi-media presentations

___ Parent-teacher conferences

___ Advisory Council meetings

___ Interagency Council meetings

___ Other (please specify)

___ None (please explain)

_____

_____

_____

_____

6. Parental Involvement:

___ Telephone call

___ Letter

___ Group meeting

___ Individual meeting

___ Advertisement (newspaper, radio)

___ IEP conference

___ Other (please specify)

___ None (please explain)

_____

_____

_____

_____

_____

PROJECT NARRATIVE

Section B: Description of Project Objectives, Activities, and Evaluation

1. Objectives	Activities/ 2. Strategies	Personnel/ 3. Contracted Services	4. Evaluation

60

70

Submit 4 copies to:
Carolyn A. Perry
Division for Exceptional Children
Department of Public Instruction
116 West Edenton Street
Raleigh, North Carolina 27603-1712

SAMPLE COPY

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

PROJECT APPLICATION COVER SHEET
ECIA CHAPTER I HANDICAPPED

1. Type of Application

   X Local Education Agency ___ State-Operated Program ___ State-Supported Program

2. Local Education Agency/State-Operated Program/ State-Supported Program: Pine Junction City Schools

3. Superintendent/Agency Head: Wilbur E. Smith, Jr.

   Mailing Address: 437 Main Street
   Pine Junction, North Carolina 29105

   Signature: Wilbur E. Smith, Jr. Date: April 15, 1988

4. Project Director: Mary L. Wright, Assistant Superintendent

   Mailing Address: 437 Main Street
   Pine Junction, North Carolina 29105

   Telephone Number: (919) 658-9834

   Signature: Mary L. Wright Date: April 13, 1988

5. Project Writer: Edward G. Hostetler, Director of Programs

   Mailing Address: 437 Main Street
   Pine Junction, North Carolina 29105

   Telephone Number: (919) 658-3408

6. Duration of Project: From: 07 /01 / 88 To: 06 /30 /89

7. Maintenance of Fiscal Effort: Second Preceding Fiscal Year: $ 815,579
   (1986 -1987)
   First Preceding Fiscal Year: $ 854,229
   (1987 -1988)

STATE DEPARTMENT USE ONLY

8. Project Number: _____

9. Program Approval:

   Signature: _____ _____
   ECIA CHAPTER I HANDICAPPED PROGRAM COORDINATOR Date

SAMPLE COPY

OFFICE OF SPECIAL EDUCATION
WASHINGTON, D.C. 20202

FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN UNDER ECIA, CHAPTER I, HANDICAPPED

STATEMENT OF ASSURANCES

Name of Chief State School Officer - Dr. A. Craig Phillips

Name of State Educational Agency - North Carolina Department of Public Instruction

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

A. The funds provided under Chapter I, and property derived therefrom, will at all times be under the control of, and be administered by, a public agency in accordance with the provisions of Chapter I of the Act and the Regulations.

B. The applicant will make an annual report and such other reports to the State Educational Agency, in such form and containing such information, as may be reasonably necessary to enable the State Educational Agency to perform its duties under this Chapter, including the results of objective measurements of educational achievement of students participating in programs carried out under this Chapter, and will keep such records and afford such access thereto as the State Educational Agency may find necessary to assure the correctness and verification of such reports.

C. The use of these grant funds will not result in a decrease in the use of state and local funds which, in the absence of funds under Chapter I would be made available for the education of eligible children, and that such children will not otherwise be penalized in the application of state and local funds because of such use of Chapter I funds.

D. For the fiscal year preceding the application, the combined fiscal effort of local and state funds as measured by the amount of current expenditures per pupil or total program, excluding federal funds which must be accounted to the federal government directly or through the State Educational Agency, is no less than the second preceding fiscal year.

E. The application and all pertinent documents related thereto are available to parents and other members of the general public and that all evaluations and reports required of the Secretary shall be public information.

F. Payments made under this project shall be only for programs which are designed to meet the special educational needs of eligible children and that each child counted to determine the amount of the grant award will be provided with a program commensurate with his/her special needs.

G. The Chapter I activities conducted under this project are subject to the regulations in Part 80 to effectuate the provisions of Title VI of the Civil Rights Act of 1964.

H. The project shall comply with the applicable requirements of EDGAR, Education Department General Administrative Regulations, Revised July 1, 1983.

SAMPLE COPY

I. If the agency receives over $25,000 in federal financial assistance in a fiscal year from the North Carolina Department of Public Education, the agency agrees to:

1. have a fiscal audit made in accordance with either Office of Management and Budget Circular A-128 (for state and local governments) or Circular A-110 (for universities, hospitals and non-profit organizations),

2. submit a copy of the complete fiscal audit report to the Division of Operations Auditing at the North Carolina Department of Public Education within 30 (thirty) days after completion of the fiscal audit,

3. take corrective action on matters of noncompliance with laws and regulations identified by the fiscal auditor within six months after receipt of the fiscal audit report, and

4. permit independent auditors of the North Carolina Department of Public Education access to records and financial statements as necessary.

CERTIFICATION

I CERTIFY that to the best of my knowledge, the information contained in this application is correct and complete and that the applicant Agency named in Part I has authorized me as its representative, to give the above assurances and to file this application.

Wilbur E. Smith, Jr.
Typed Name of Authorized Representative

Wilbur E. Smith, Jr.
Signature of Authorized Representative

April 15, 1988
Date

SAMPLE COPY

ECIA CHAPTER I HANDICAPPED PROJECT PARTICIPANTS

Children Receiving Services						Project Personnel Paid From This Federal Project			
Type of Handicapped Children to be Served	Number of Children Served					Teachers	Aides	Other Personnel	Total Personnel
	0-2 Years	3-5 Years	6-17 Years	18-20 Years	TOTAL				
Educable Mentally Handicapped									
Trainable Mentally Handicapped									
Severely/Profoundly Mentally Handicapped			7		7		1.0	.2	1.2
Hard of Hearing		2	3	1	6				
Deaf									
Speech Impaired									
Visually Impaired									
Seriously Emotionally Handicapped									
Orthopedically Impaired			5		5			.3	.3
Other Health Impaired									
Autistic									
Specific Learning Disabled									
Deaf-Blind									
Mulithandicapped									
TOTAL		2	15	1	18		1.0	.5	1.5

Number of Personnel Receiving Inservice Training with Project Funds			
Teachers	Teacher Aides	Other Personnel	Total Personnel
	1		1

SAMPLE COPY

PROJECT NARRATIVE

Section A: Relation of Proposed Project to Applicant's Special Education Program

Please respond to each of the six items listed below. If an item is not applicable, please type N/A next to that item. If you need additional space, please use a separate sheet of paper.

1. Present Program:

   a. Schools/Centers:

Lyons Elementary School:	7 severely/profoundly handicapped
	2 hard of hearing
Myers Middle School:	3 hard of hearing
	5 orthopedically impaired
Junction City High School:	1 hard of hearing

   b. Special Education Services Provided with State and Local Funds: The seven severely handicapped students are in a self-contained class. Each receives physical therapy and speech therapy. The five orthopedically impaired children are enrolled in a self-contained class. Each receives physical therapy. The six hard of hearing students are enrolled in regular classes. Each receives resource room assistance from a teacher of the hearing impaired. Each receives speech therapy.

   c. Results of Needs Assessment: The severely handicapped and orthopedically handicapped children all need additional physical therapy. An aide is needed to work with the children in the severely/profoundly handicapped class. All of the hard of hearing children need additional equipment and materials to assist them in meeting IEP objectives.

2. Use of Project Funds: Funds will be used to contract for physical therapy for seven severely/profoundly handicapped and five orthopedically handicapped children. A full-time aide will be hired to work with the seven severely/profoundly handicapped children. The aide will assist the physical therapist in carrying out IEP activities and will assist the teacher in carrying out other IEP objectives. Two of the hard of hearing children will need auditory trainers and associated items to assist them in better benefiting from classroom instruction. The other four hard of hearing students will need additional materials and supplies to assist them in meeting their IEP objectives.

3. Special Training: The aide for the severely/profoundly handicapped class will attend workshops provided by Department of Public Instruction personnel and Project LEEP. Funds will be used to pay for transportation, lodging, subsistence and registration fees for these workshops.

SAMPLE COPY

4. Coordination: The Junction City Schools will contract with the Porterville Area Developmental Evaluation Center for physical therapy services.

5. Dissemination:

___ Brochure, pamphlet, or flyer
___ Parent-teacher conferences
_X_ Media (newspaper, TV, or radio)
_X_ Advisory Council meetings
___ Tours or open houses
_X_ Interagency Council meetings
___ Parent Meetings (PTO)
_X_ Other (please specify) Junction City Board of Education
___ Videotapes or other multi-media presentations
___ None (please explain)

An article will be run in the local newspaper describing educational services being offered to project children. Information concerning the project will also be shared with the Junction City Parent Advisory Council, the Lewis County Interagency Council, and the Junction City Board of Education.

6. Parental Involvement:

___ Telephone call
___ Advertisement (newspaper, radio)
_X_ Letter
_X_ IEP conference
___ Group meeting
___ Other (please specify)
___ Individual meeting
___ None (please explain)

Letters were sent out to each parent of project children in June requesting suggestions for using Chapter I funds. These parents were also asked for input this spring when annual IEP conferences were held. Seven parents provided suggestions. Two parents of hard of hearing children requested specific instructional materials and five parents of severely/profoundly handicapped children requested additional physical therapy services.

SAMPLE COPY

PROJECT NARRATIVE

Section B: Description of Project Objectives, Activities, and Evaluation

1. Objectives	Activities/ 2. Strategies	Personnel/ 3. Contracted Services	4. Evaluation
By June 1, 1988, all project children receiving physical therapy will have accomplished 70% of the IEP objectives relating to physical therapy activities.	A physical therapist will be contracted with to provide direct services. The aide for severely/profoundly handicapped children will provide follow-up under the direction of the licensed physical therapist.	Junction City Schools will contract with the Porterville Area Developmental Evaluation Center for physical therapy services. Services will be provided by a licensed therapist. Please refer to contract submitted with project application for details. The teacher aide will have a high school diploma. Staff funds will be used to provide specific training in working with exceptional children.	Pre- and post-tests using appropriate testing instruments.
By June 1, 1988, all hearing impaired children will have accomplished 60% of their IEP objectives.	Specific equipment, materials, and supplies will be purchased for use by these students.	No personnel will be paid with project funds.	Pre- and post-tests using appropriate testing instruments and checklists.

Submit 4 copies to:
Carolyn A. Perry
Division for Exceptional Children
Department of Public Instruction
116 West Edenton Street
Raleigh, North Carolina 27603-1712

SAMPLE COPY

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

PROJECT APPLICATION COVER SHEET
ECIA CHAPTER I HANDICAPPED

1. Type of Application

___ Local Education Agency _X_ State-Operated Program ___ State-Supported Program

2. Local Education Agency/State-Operated Program/ State-Supported Program: State School for the Deaf and Blind

3. Superintendent/Agency Head: Emily Poindexter, Secretary for Human Resources

Mailing Address: 378 Dupont Square
Milford, North carolina

Signature: Emily Poindexter Date: April 22, 1988

4. Project Director: Larry Williamson, Superintendent

Mailing Address: 639 Lincoln Heights Road
West Cambridge, North Carolina 29320

Telephone Number: (919) 329-4591

Signature: Larry Williamson Date: April 20, 1988

5. Project Writer: Lillian Marchand, Educational Director

Mailing Address: 639 Lincoln Heights Road
West Cambridge, North Carolina 29320

Telephone Number: (919) 328-4388

6. Duration of Project: From: 07 /01 / 88 To: 06 /30 / 89

7. Maintenance of Fiscal Effort: Second Preceding Fiscal Year: $2,375,890
(19 86-19 87)
First Preceding Fiscal Year: $3,020,159
(19 87-1988)

STATE DEPARTMENT USE ONLY

8. Project Number: _____

9. Program Approval:

Signature: _____ _____
ECIA CHAPTER I HANDICAPPED PROGRAM COORDINATOR Date

SAMPLE COPY

OFFICE OF SPECIAL EDUCATION
WASHINGTON, D.C. 20202

FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN UNDER ECIA, CHAPTER I, HANDICAPPED

STATEMENT OF ASSURANCES

Name of Chief State School Officer - Dr. A. Craig Phillips

Name of State Educational Agency - North Carolina Department of Public Instruction

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

A. The funds provided under Chapter I, and property derived therefrom, will at all times be under the control of, and be administered by, a public agency in accordance with the provisions of Chapter I of the Act and the Regulations.

B. The applicant will make an annual report and such other reports to the State Educational Agency, in such form and containing such information, as may be reasonably necessary to enable the State Educational Agency to perform its duties under this Chapter, including the results of objective measurements of educational achievement of students participating in programs carried out under this Chapter, and will keep such records and afford such access thereto as the State Educational Agency may find necessary to assure the correctness and verification of such reports.

C. The use of these grant funds will not result in a decrease in the use of state and local funds which, in the absence of funds under Chapter I would be made available for the education of eligible children, and that such children will not otherwise be penalized in the application of state and local funds because of such use of Chapter I funds.

D. For the fiscal year preceding the application, the combined fiscal effort of local and state funds as measured by the amount of current expenditures per pupil or total program, excluding federal funds which must be accounted to the federal government directly or through the State Educational Agency, is no less than the second preceding fiscal year.

E. The application and all pertinent documents related thereto are available to parents and other members of the general public and that all evaluations and reports required of the Secretary shall be public information.

F. Payments made under this project shall be only for programs which are designed to meet the special educational needs of eligible children and that each child counted to determine the amount of the grant award will be provided with a program commensurate with his/her special needs.

G. The Chapter I activities conducted under this project are subject to the regulations in Part 80 to effectuate the provisions of Title VI of the Civil Rights Act of 1964.

H. The project shall comply with the applicable requirements of EDGAR, Education Department General Administrative Regulations, Revised July 1, 1983.

SAMPLE COPY

I. If the agency receives over $25,000 in federal financial assistance in a fiscal year from the North Carolina Department of Public Education, the agency agrees to:

1. have a fiscal audit made in accordance with either Office of Management and Budget Circular A-128 (for state and local governments) or Circular A-110 (for universities, hospitals and nonprofit organizations),

2. submit a copy of the complete fiscal audit report to the Division of Operations Auditing at the North Carolina Department of Public Education within 30 (thirty) days after completion of the fiscal audit,

3. take corrective action on matters of noncompliance with laws and regulations identified by the fiscal auditor within six months after receipt of the fiscal audit report, and

4. permit independent auditors of the North Carolina Department of Public Education access to records and financial statements as necessary.

CERTIFICATION

I CERTIFY that to the best of my knowledge, the information contained in this application is correct and complete and that the applicant agency named in Part I has authorized me as its representative, to give the above assurances and to file this application.

Emily Poindexter
Typed Name of Authorized Representative

Emily Poindexter
Signature of Authorized Representative

April 22, 1988
Date

SAMPLE COPY

ELIGIBILITY CRITERIA

(STATE-OPERATED AND STATE-SUPPORTED PROGRAMS ONLY)

STATEMENT OF ASSURANCES

Name of Chief State School Officer	Name of State Educational Agency
Dr. A. Craig Phillips	North Carolina Department of Public Instruction

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

1. The state agency operating and/or supporting this school has the direct responsibility for providing free appropriate public education to handicapped children pursuant to state law;

2. All handicapped pupils who were included in the October 1 headcount will benefit from project funds (unless they cease to be enrolled);

3. Project funds will be used only to supplement the basic special education services of eligible pupils (handicapped pupils below age 21 years);

4. Special education and related services are provided at no cost to parents/guardians; and

5. Handicapped pupils are enrolled in appropriate programs that meet the State Board of Education standards.

I certify that, to the best of my knowledge, the information contained in this statement of assurances is correct.

TYPED NAME OF AUTHORIZED REPRESENTATIVE

Emily Poindexter

SIGNATURE OF AUTHORIZED REPRESENTATIVE	DATE
Emily Poindexter	April 27, 1988

SAMPLE COPY

ECIA CHAPTER I HANDICAPPED PROJECT PARTICIPANTS

Children Receiving Services						Project Personnel Paid From This Federal Project			
Type of Handicapped Children to be Served	Number of Children Served					Teachers	Aides	Other Personnel	Total Personnel
	0-2 Years	3-5 Years	6-17 Years	18-20 Years	TOTAL				
Educable Mentally Handicapped									
Trainable Mentally Handicapped									
Severely/Profoundly Mentally Handicapped									
Hard of Hearing									
Deaf	27	15	146	27	215		2	2	4
Speech Impaired									
Visually Impaired	4	10	129	9	52		2	2	4
Seriously Emotionally Handicapped									
Orthopedically Impaired									
Other Health Impaired									
Autistic									
Specific Learning Disabled									
Deaf-Blind									
Mulithandicapped									
TOTAL	31	25	275	36	367		4	4	8

Number of Personnel Receiving Inservice Training with Project Funds			
Teachers	Teacher Aides	Other Personnel	Total Personnel
7	10		17

SAMPLE COPY

PROJECT NARRATIVE

Section A: Relation of Proposed Project to Applicant's Special Education Program

Please respond to each of the six items listed below. If an item is not applicable, please type N/A next to that item. If you need additional space, please use a separate sheet of paper.

1. Present Program:

   a. Schools/Centers: All 152 visually impaired children are enrolled in classes on the campus of the State School. All school-age deaf students, 177, are enrolled in classes on the campus of the State School. In addition, 38 children receive services through 7 satellite centers. Satellite centers include Shreve (7), Delancy (6), Mansfield (4), Darby (6), Mt. Healthy (4), Mingo Junction (6), and Landmark (5).

   b. Special Education Services Provided with State and Local Funds: All visually impaired students and deaf students living at the State School receive all of their academic and vocational instruction on campus. Classes emphasize academic skills and vocational skills for older students. Many deaf students receive speech therapy on a regular basis. Visually impaired students also receive mobility training. Each child has an IEP based on his/her specific needs.

   c. Results of Needs Assessment: Six primary needs were identified. Deaf children attending the seven satellite schools need speech therapy. Children in two of the deaf classes that are more seriously impaired need additional one to one attention. All other deaf students need specific materials, supplies, and equipment. The older visually impaired students need mobility training to assist them as they prepare to move out into the community. All visually impaired children need additional materials, supplies and equipment. One class of more severely visually impaired children needs additional one to one assistance. The vocational program needs an aide.

2. Use of Project Funds: Project funds will be used to hire four aides, two for the visually impaired program and two for the deaf program. Two mobility specialists will be hired to work with older visually impaired students. Two speech therapists will be contracted with to provide services to deaf children served in satellite centers. Materials, supplies and equipment necessary for IEP implementation will be purchased.

3. Special Training: Four teachers and aides working with deaf children will receive training in how to teach language to severely deaf children. Staff from the Marshalltown School for the Deaf will provide three days of training on campus in August. Funds will be used to pay consultant expenses. Three teachers and six aides working with visually impaired children will receive training concerning the latest developments in equipment for visually impaired children. Specific equipment will be demonstrated by the staff of the national Institute for the Blind. Project funds will be used to pay for consultant expenses for this August workshop.

SAMPLE COPY

4. Coordination: The State School will contract for speech services with the Linwood Speech and Language Center.

5. Dissemination:

___ Brochure, pamphlet, or flyer
___ Parent-teacher conferences
_X_ Media (newspaper, TV, or radio)
___ Advisory Council meetings
_X_ Tours or open houses
___ Interagency Council meetings
___ Parent Meetings (PTO)
___ Other (please specify)
___ Videotapes or other multi-media presentations
___ None (please explain)

Information concerning project activities will be published in the School's monthly newsletter (students are very involved in this effort). Persons visiting the State School will be made aware of the services that are being provided with Chapter I dollars.

6. Parental Involvement:

___ Telephone call
___ Advertisement (newspaper, radio)
_X_ Letter
_X_ IEP conference
___ Group meeting
___ Other (please specify)
___ Individual meeting
___ None (please explain)

Each parent of a child attending the State School receives a letter each April announcing that the State School will be receiving Chapter I funds. Parents are asked to offer suggestions during the IEP conferences that are held each April and May or to mail in suggestions.

PROJECT NARRATIVE

SAMPLE COPY

Section B: Description of Project Objectives, Activities, and Evaluation

1. Objectives	Activities/ 2. Strategies	Personnel/ 3. Contracted Services	4. Evaluation
By June 30, 1988, all deaf students will have accomplished 60% of their IEP objectives.	Two aides will be hired to work with more severely impaired children. Materials, supplies and equipment will be purchased.	Aides will have a high school diploma and some knowledge of deafness.	Pre- and post-tests using appropriate tests and instruments.
By June 30, 1988, all deaf students at the satellite centers will have accomplished 75% of their speech IEP objectives.	Two speech therapists will be contracted with to provide services.	Speech therapists will be licensed by the State of N.C.	Pre- and post-tests using appropriate tests and instruments.
By June 30, 1988, all visually impaired students will have accomplished 65% of their IEP objectives.	Materials, supplies and equipment will be purchased. Two aides will be hired to work with more severely impaired children.	Aides will have a high school diploma and some knowledge of visual handicaps.	Pre- and post-tests using appropriate tests and instruments.
By June 30, 1988, all visually impaired students receiving mobility training will accomplish 50% of their mobility IEP objectives.	Two mobility specialists will be hired.	Mobility specialists will be certified in orientation and mobility.	Observation and successful accomplishment of mobility exercises.

CHAPTER III

PRESCHOOL GRA .T PROGRAM

Division for Exceptional Children

Preschool Grant Program

1988-89

Funding

Grant funds for early education of the handicapped are made available to states through P.L. 94-142 as amended by the new law, P.L. 99-457. Under the provisions of P.L. 99-457, two headcounts are taken for preschool children ages 3, 4, and 5. Beginning on December 1, 1988, local education agencies (LEA's) and other agencies including those under the Department of Human Resources (DHR) will count handicapped children ages 3, 4, and 5 who are enrolled in and receiving special education and related services. On the same date, a count of unserved and/or suspected handicapped children ages 3, 4, and 5 will be taken from LEA's and from other agencies. This count of unserved/suspected is "bonus" students.

A student who is counted as unserved/suspected must be evaluated and served before the December 1, 1989, headcount if that child is found to be eligible to receive services. The student shall not be counted again as unserved/suspected.

Since the Department of Public Education (DPE) is held accountable by P.L. 99-457 for the headcount of served and unserved/suspected students, each participating LEA and agency will be held accountable for the number of students listed in the headcount with funding ONLY being made for those students served by December 1 of the following year.

Under P.L. 99-457, there is a differential in funding between served and unserved/suspected students. During the next four years, the legislation authorizes a higher funding level for unserved/suspected than for served students.

Although the count includes 3, 4, and 5 year olds and federal money is generated on the 3 - 5 year olds, local education agencies will be funded for ages 3 and 4 ONLY; while other agencies will be funded for ages 3, 4, and 5.

The total federal grant will be divided into two parts:

1. LEA's under Department of Public Education will be funded on the headcount of children ages 3-4 counted as served on the December headcount of the previous year and on the children unserved/suspected that are projected to be served in the following year. The funding for children age 5 on the December headcount will be used to increase the funding level of children ages 3-4.
2. Other agencies under the Department of Human Resources and other eligible state operated programs will be funded on the headcount of children ages 3-5 counted as served on the December headcount of the previous year and on the children unserved/suspected that are projected to be served in the following year.

Funding will be withdrawn from the LEA or agency if the number of students used to generate funding for the initial allotment is less than the number of students reported as served on December 1 of the following year (project year). Funding will be increased if the number of students used to generate funding for the initial allotment is more than the number of students reported as served on December 1 of the following year (project year). The additional number of these "bonus" children will be prorated if the number exceeds the number submitted by the State Department of Education to the Office of Special Education for the previous year.

No local education agency will receive funding for fewer students counted as

served in the previous December 1 headcount ages 3 and 4. No other agency will receive funding for fewer students counted as served in the previous December 1 headcount ages 3, 4, and 5.

1. LEA's will receive an adjusted allotment for the number of students ages 3-4 counted as served on the December 1 headcount of the following year. The funding for those served students age 5 will be used to increase/ decrease the funding for those children ages 3-4.

2. Other agencies will receive an adjusted allotment for the number of students ages 3, 4, and 5 counted as served on the December 1 headcount of the following year.

Interagency Council

Each local education agency should establish an interagency council or committee from their community to work on establishing new programs or to utilize existing programs and services that are in place. Involving other agencies is an important part of establishing a comprehensive service delivery model for three- and four-year-old handicapped children. Interagency cooperation is essential in Child Find activities and community awareness to identify the unserved child and to avoid duplication for program planning.

I. Use of Funds

These monies may be used to initiate or expand special education and related services to three- and four-year-old handicapped children, including the following components:

. Screening - Screening activities are designed to locate children with special problems for follow-up evaluation and programming. Funds may be used to employ staff, provide substitutes, purchase screening materials, etc.

- Evaluation - Activities may include identifying resources for in-depth evaluation of located or referred children, contracting for or conducting in-depth evaluations and analyzing data collected.
- Instructional Staff - Teachers, speech-language specialists and paraprofessionals may be employed to provide services for identified children.
- Related Services - The services of related personnel, such as occupational therapists, physical therapists, speech-language specialists, parent trainers, and home-school coordinators, may be supplied.
- Contracts with Existing Programs - Local education agencies may contract with existing preschool programs (developmental day, early intervention or private programs) to provide educational services to identified children. When placing handicapped children in such programs, the local education agencies must follow the identification and placement procedures outlined in Procedures Governing Programs and Services for Children with Special Needs. Programs in which the children are placed must be staffed by appropriately certified personnel. If a LEA elects to contract with another agency for services, a copy of that contract must accompany the application.
- Cooperative Programs with Other Agencies or Local Education Agencies - Local education agencies may establish cooperative programs with other agencies or other LEA's to provide more comprehensive services to identified children. Cooperative agreements outlining areas of responsibility must be completed by the participating agencies.
- Supplies, Materials and Equipment - Only supplies, materials and equipment necessary for the initiation or continuation of instructional programs may be purchased. In addition, special prescriptive equipment which is required to enable a child to participate in a program

(e.g., amplification devised for the hearing impaired) may be provided. All equipment must be approved by the state education agency.

- Transportation - Local education agencies may use grant funds to help defray costs of transporting children enrolled in instructional programs.
- Other - Local education agencies may use grant funds for other activities which are relevant to early education of the handicapped services. Such activities may include parent education programs, inservice for volunteers, establishment of an interagency council, interagency activities, resource staff to integrate children into various preschool programs and transition services to assist preschool children as they move into kindergarten.

Note: Funds may be used to implement or supplement services but may not be used to supplant state or locally funded services of any agency.

II. Eligibility Requirements

Children to be served must be three and four years of age and identified as handicapped according to the definitions included in Procedures Governing Programs and Services for Children with Special Needs. Children should be three years of age by October 16 to be enrolled in the preschool program.

III. Application Procedures

A. Submit Application - Submit one (1) original and four (4) copies to Kathryn Nisbet, Consultant for Early Childhood Programs, the Division for Exceptional Children, State Department of Public Instruction, Raleigh, North Carolina 27603-1712. All projects must be submitted

by April 29, 1988. No project may obligate funds prior to the date the application is received by the state education agency in substantially approvable form.

Application should include:

- Face Page - All items must be completed in full
  - a. Section 1 - To be completed by state education agency
  - b. Section 2 - Applicant Agency
  - c. Section 3 - Name of Project Contact Person
  - d. Section 4 - Project Duration - The project should begin on or after the statement of Assurances is signed (see date of signature on Assurances, page 44). Projects may begin as early as July 1, 1988, and should end June 30, 1989.
  - e. Section 5 - Amount Requested - Please refer to the planning allotment sent from the Controller's Office in March for an estimate of funds. Money will be based upon the number of children projected to be served in the project, not to exceed the headcount of served and unserved children that each local education agency submitted.
  - f. Section 6 - Title of Program - Preschool Grant Program
  - g. Section 7 - Already completed
  - h. Section 8 - Other Funding Sources - List only those federal, state or local funds used to support this project.
  - i. Section 9 - Already Completed
  - j. Section 10- Signature and Date - To be completed by state education agency
- Project Participants Form - Include only children to be served

and personnel to be employed or trained with project funds. Item D, 4, includes those children enrolled in private schools but receiving special education as part of this project.

- Cooperative Agency Agreement Form (if applicable)
- Assurances - Must be signed by appropriate personnel
- Project Description - Complete Form IG-2 indicating how funds will be used. Submit a comprehensive narrative (no more than 4 pages) that describes the entire preschool handicapped program as well as how the funds will be used to implement the program. Please include a description of your interagency council and its involvement in the project or any future plans for an interagency council. The narrative should also include the qualifications of the personnel employed in the project; a description of the instructional program; the use of supplies, equipment and materials; any staff development and training to be provided; parent participation; any transition activities from an infant-toddler program; and how the issue of least restrictive environment is to be addressed in the placement of each child.

Note: Agencies other than local school systems must address their efforts to (1) work with school systems to place children within school systems prior to enrolling children for agency services and (2) plan for the return of children to local school systems after enrolling children in agency services. Agencies are expected to work cooperatively with local school systems to serve children in local school systems as the first priority placement.

- Approved Budget Sheet Code - (FPD-208)
- Supplementary Schedule - (FPD-210)
- Supplementary Schedule - Equipment Only (FPD-210-A). Include appropriate equipment.

B. Amendment Requests - All budget amendments require 1 original and 1 copy. Kathryn Nisbet, Consultant for Early Education Programs, Division for Exceptional Children, will receive amendments from Regions 3, 4, 5, and 6 and Janis Dellinger, Consultant for Early Education Programs, Division for Exceptional Children, will receive amendments from Regions 1, 2, 7, and 8. All amendments must be accompanied with a letter of justification for changes in the budget.

DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR EXCEPTIONAL CHILDREN
RALEIGH, NORTH CAROLINA 27603-1712

Assistance for the Education of Young Handicapped Children Under P.L. 99-457
Preschool Grant Proposal

PART I - PROJECT APPROVAL STATISTICAL DATA

1. STATE EDUCATIONAL AGENCY ACTION (to be completed by State educational agency)

(a) State Project Number	(b) Date Approved Mo. Day Yr.	(c) Amount Approved

2. APPLICANT AGENCY

(a) Name of Agency

(b) Number and Street

(c) City | (d) State | (e) Zip Code

(f) Name of Superintendent

TELEPHONE | (g) Area Code | (h) Number | (i) Ext.

(j) Signature of Superintendent

3. NAME OF PROJECT CONTACT PERSON

(a) Name of School or Business

(b) Number and Street

(c) City | (d) State | (e) Zip Code

(f) Signature

TELEPHONE | (g) Area Code | (h) Number | (i) E

4. PROJECT DURATION From Mth. Day Yr. to Mth. Day Yr

5. AMOUNT REQUESTED

SERVED UNSERVED

6. TITLE OF PROJECT

7. LEGISLATIVE FUNDING AUTHORITY	8. OTHER FUNDING SOURCES	9. TYPE OF FORM
P.L. 99-457 Preschool Grants	(a) Local $	LEA Application for Grant Fund
	(b) State	
	(c) Other Federal Title (specify)	
	(1)	
	(2)	
	(3)	
	(d) Other	
	(e) Total $	

10. (a) SIGNATURE OF AUTHORIZED OFFICIAL - DEPARTMENT OF PUBLIC EDUCATION

(b) DATE

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13. PROJECT PARTICIPANTS

TYPE OF HANDICAPPED CHILDREN SERVED	A. CHILDREN RECEIVING SERVICES — NUMBER OF CHILDREN SERVED			B. PROJECT PERSONNEL PAID FROM FEDERAL PROJECT FUNDS — NUMBER OF PERSONNEL PAID				C. PERSONNEL RECEIVING INSERVICE TRAINING FROM FEDERAL PROJECT FUNDS — NUMBER OF PERSONNEL PAID			
	Three Year-Olds	Four Year-Olds	Five Year-Olds	Teachers	Teacher Aides	Other Personnel	Total Personnel	Teachers	Teacher Aides	Other Personnel	Total Personnel
Trainable Mentally Handicapped (1)											
Educable Mentally Handicapped (2)											
Learning Disabled (3)											
Behaviorally/Emotionally Handicapped (4)											
Other Health Impaired (5)											
Crippled (6)											
Visually Impaired (7)											
Deaf-Blind (8)											
Deaf (9)											
Hearing Impaired (10)											
Speech/Language Impaired (11)											
Multihandicapped (12)											
Autistic (13)											
Severely/Profoundly Handicapped (14)											
Administration (15)											
Support Personnel (16)											
Regular Education (17)											

CONTINUED ON BACK

D. MISCELLANEOUS INFORMATION	
(1) Additional children receiving only incidental services (not previously reported in this form) ☐	(2) Children from private schools participating ☐
	(3) Children from church-related private schools participating ☐

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PART II - PROJECT INFORMATION, STATEMENT OF ASSURANCES, COOPERATIVE AGENCY AGREEMENT *(Continued)*	STATE	STATE PROJECT NUMBER

SECTION D - COOPERATIVE AGENCY AGREEMENT

Each of the undersigned certifies that, to the best of his knowledge, the information contained in the application is correct and complete, that the agency which he represents has authorized him to file this application. The participating agency named below has been designated as the administrative and fiscal agreement for this project. All participating agencies have entered into an agreement concerning the final disposition of equipment, facilities, and materials purchased for this project with Federal funds.

1. CERTIFICATION OF AGENCY DESIGNATED ADMINISTRATIVE AND FISCAL AGENT FOR THIS PROJECT

A. LEGAL NAME OF AGENCY *(State or local)*		B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
C. ADDRESS *(Number, street, city or town)*		D. SIGNATURE		
E. STATE	F. ZIP CODE	G. TELEPHONE AREA CODE / NUMBER / EXTENSION		H. DATE SIGNED
I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT	J. SOURCE OF FUNDS	K. AMOUNT OF FUNDS AUTHORIZED $	L. AMOUNT OF FUNDS EXPENDED $	

2. CERTIFICATION OF COOPERATING AGENCIES

(1) A. LEGAL NAME OF AGENCY *(State or local)*		B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
C. ADDRESS *(Number, street, city or town)*		D. SIGNATURE		
E. STATE	F. ZIP CODE	G. TELEPHONE AREA CODE / NUMBER / EXTENSION		H. DATE SIGNED
I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT	J. SOURCE OF FUNDS	K. AMOUNT OF FUNDS AUTHORIZED $	L. AMOUNT OF FUNDS EXPENDED $	

(2) A. LEGAL NAME OF AGENCY *(State or local)*		B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
C. ADDRESS *(Number, street, city or town)*		D. SIGNATURE		
E. STATE	F. ZIP CODE	G. TELEPHONE AREA CODE / NUMBER / EXTENSION		H. DATE SIGNED
I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT	J. SOURCE OF FUNDS	K. AMOUNT OF FUNDS AUTHORIZED $	L. AMOUNT OF FUNDS EXPENDED $	

(3) A. LEGAL NAME OF AGENCY *(State or local)*		B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
C. ADDRESS *(Number, street, city or town)*		D. SIGNATURE		
E. STATE	F. ZIP CODE	G. TELEPHONE AREA CODE / NUMBER / EXTENSION		H. DATE SIGNED
I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT	J. SOURCE OF FUNDS	K. AMOUNT OF FUNDS AUTHORIZED $	L. AMOUNT OF FUNDS EXPENDED $	

ASSURANCES

A. The Program to be developed will provide services to:

. handicapped children ages three and four who have been identified as needing special education services according to the Procedures Governing Programs and Services for Children with Special Needs.

B. Identification, evaluation and services for children to be provided under the Preschool Grant Program will be conducted in a non-discriminatory manner.

C. For each preschool child enrolled in an instructional program, identification, evaluation and the development of an Individualized education Program will be completed prior to placement.

I, _____, understand the above conditions
(Superintendent of Schools)
for allocation of preschool grant funding and will accept the funds on this basis.

_____
Singnature

_____
Date

ASSURANCES

Fiscal Audit

If the agency receives over $25,000 in federal financial assistance in a fiscal year from the North Carolina Department of Public Education, the agency agrees to:

- have a fiscal audit made in accordance with either Office of Management and Budget Circular A-128 (for state and local governments) or Circular A-110 (for universities, hospitals and nonprofit organizations),
- submit a copy of the complete fiscal audit report to the Division of Operations Auditing at the North Carolina Department of Public Education within thirty (30) days after completion of the fiscal audit.
- take corrective action on matters of noncompliance with laws and regulations identified by the fiscal auditor within six months after receipt of the fiscal audit report, and
- permit independent auditors of the North Carolina Department of Public Education access to records and financial statements as necessary.

_____ /
Signature of Authorized Official Date

_____
Name of Agency

Preschool Grant Program
1988-89

The _____ Local Education Agency proposes to use its
(city or county unit)
allocated funds under the Preschool Grant Program to implement or expand services for three- and/or four-year-old handicapped children in the area(s) checked below:

I. Areas

(Check only those areas for which project funds are being budgeted.)

___ Screening

___ Evaluation

___ Instructional Staff

___ Related or Support Services

___ Contracts with Existing Programs

___ Cooperative Programs with other Agencies

___ Supplies, Materials, Equipment

___ Transportation (Describe mode and cost of transportation)

___ Other _____

II. Activities to be Implemented. Briefly explain how the funds budgeted will be used in each of the areas checked. (For example: Instructional Staff - A teacher and a teacher assistant [paraprofessional] will be employed full time to provide a center-based, instructional program for six multihandicapped pupils.) All items included in the budget must be explained/justified in this section.